

SUMMER DIARY

Mark Featherstone-Witty (left) describes some close encounters of the often absurd kind with a variety of former pupils and offers seasonal thoughts on recruitment.

Confessions of an educational prostitute

Being an educational prostitute has its drawbacks. Until Brian Tyler (the comprehensive head who categorized all private school teachers as such) redefined my social role with the familiar tolerance of the self-righteous, I moved around my local community with ease and self-assurance. Now when I hear what might be my name, I dare not turn round lest I am had up for soliciting.

At one time, I was not a fallen man, but a teacher in a local comprehensive, so now and then I do vaguely hear voices shouting "Mark, Mark". Conscious of my new social standing, I barely turn, let alone speak, always recalling Quentin Crisp's advice about not speaking unless you are spoken to and then, in public, only replying in requests which might be made. But when the cries rise to "Witty, Witty" in frustration and volume, I think: what the hell, turn round and keep a weather eye open for the police (and Brian Tyler).

For some reason this summer, meeting old pupils has been happening rather more than usual, so I have fallen to thinking a little more deeply about these encounters. Occasionally, I see quite unremarkable members of the general public rush emotionally headlong (but physically unobtrusively) out of shops and supermarkets, leaving their selected goods behind. Why you wonder? Then you spot some youngsters halted in their tracks and sniggering. Ah, you realize, their teacher has just left. Naturally, a particular teacher may be slow off the mark and have to face his or her pupils stripped of classroom power.

We don't read anything much about the dynamics of these meetings. It is an area where Laurie Taylor has been silent. One thought though: it can point to the divide that marks off the teacher who is interested in his pupils as people and the teacher who prefers the single manageable level of the people he teaches as pupils. Another thought: the pupils school in general finds the trickiest to handle often turn out to be the most genuinely willing to catch up on news and share.

There were two unforgettable girls, Tracy Deish (got you in print at last) and Geraldine Porter, who were the bone of my third-year classes. Their presence in the classroom was like waiting for slightly faulty time-bombs to go off, which generally they did, at the slightest touch. Then I discovered that Geraldine had more than a passing interest in sex. *All You Wanted To Know About Sex*, but *Were Afraid To Ask* was, I think, the only book I managed to get her to read without getting down on my knees and pleading or changing the cover. It is curious to meet all that now with the woman I met in Sainsbury's as our trolleys clash together.

"If I ain't Witty", she says with ease and a wink in her voice. "How are you doing then? Still running that school of London?" It is clear how she is doing, with one child on the trolley and another on the way. "I love being a mother", she says and clearly means it. At fourteen, she was a perfect example of a pupil who had outgrown school, kicking against the pricks, meaning us, the staff. Now she is happy, fulfilled and at last her own person.



David Brown and (inset) in his school days

Stephen is now only just recognizable with a moustache and waist length hair and works as a graphic designer. We tend to meet in the video shop and have long chats about films. For four meetings he pestered me to take out *Merry Christmas Mr Lawrence*. As the film ended, there was a heightened line "We are all in the grip of men who think they are right" and I wondered if now he was trying to teach me.

In a way, it is a relief for the roles to be reversed, to shake off the role of coach for the role of player. I asked the Trudi, when I met her earlier this summer, what the sixth-formers had thought of me. This, I must hurry to add, was part of a really lengthy conversation; generally I am not quite so obviously self-centred. As a disciple of Lawrence and keen on the arts (now an administrator of an Arts Centre), I thought she would be both truthful and sock it to me gently.

"Well", she replied, looking at me rather too slowly. "We thought you were gay."

"Gay?" Had I been too enthusiastic about Lawrence, I wondered? "What on earth could have given you that idea?"

"Do you remember saying that you thought Barry Norman was rather handsome?"

"Barry Norman? Did I? Well what of it? How could you say possibly suppose that made me gay?" my voice rising in I-do-not-know-quite-what.

"Quite, we knew you were married. So we finally concluded that you were bisexual."

Last time I ask that question.

Grapes of wrath

Before meeting David Brown last weekend, I remembered him as a schoolboy. Since then, he has worked

them was how he managed to survive a snake bite. "It is very important to find a friend very quickly, who will pinch the spot and suck out the poison, which he must not swallow, but spit out quickly." An even deeper silence fell upon the youngsters as they imagined the need for split-second timing and lonely courage. In the silence, a voice from the back sounded surprisingly loud and timidly asked, "Well, what happens, er, I wonder if I might just ask, er, what would happen, er, if the snake bit you, er, on the, er, bum?" "Then you find out who your friends are," came back the crisp reply.

The ad game

Advertising is often seen by teachers to be one of the vilest forms of human activity, second only to under-frying eggs. Hence, the interest in media studies. However, they forget that they are also in the advertising game themselves: witness parents evenings, where the teacher is presented by the head teacher in a fashion which is unrecognizable to the listening staff, who whisper dazedly afterwards: "Did you realize he was talking about us?"

Private schools go in for prospectuses, magazines and speech days. The image created can be creatively destroyed by the inmates themselves.

During this summer of drought and Olympic Spirit, the head of a private girls school decided to place what she hoped would be an imposing lead sculpture of a young athlete (naked) at the school end of the drive. When speech day arrived, some of the more experienced girls had drilled a hole in it, thus succeeding what everyone else had failed, in filling with water.

In fact, they had drilled a hole in such a way that when all the parents arrived with their smart cars and clothes, the statue appeared to be urinating onto the grass and a flood of water was flowing along the drive, seen by every parent, who thought correspondingly little about the school and lividly about their gardens and the good use to which they could put all the wasted water.

"Ever the teacher aren't you?" Tony-ay, I think I've become more tolerant. I was idealistic at school, in fact introduced CND there. Now I've lost faith in unilateral disarmament. I went to the meetings in the town, but people were being used by the Left. It all got very one-sided, I decided no thanks. I don't like this, they seem to think the world will change in a decade. It'll take a lifetime.

Why the travelling? "It's a bug, that why it's called the travelling bug. You can be addicted to it. I'm getting it now, I want to leave again, but I haven't enough money yet. The first time I left I didn't know how long I was going for, still don't know. I went with a mate, we had £100 between us and we'd blown £30 before we touched France by having firework parties every day for a week. We just didn't seem to get it together."

"I could have stayed here, I'd done various jobs and there is still work if you are determined enough, but I wasn't into working for £40 a week, 'cos I wasn't much better off than if I'd been on the dole. That's when I started drinking quite a bit. I couldn't see any point, I should stop this palaver and settle down. But I was a lazy scumbitch. I needed to get out to do something."

Has it turned into a drug? "I'm often asked that, I've met lots of people on the road, comes even and they're not all itinerant hippies trying to live out the 60s. There are lots of reasons for doing it. I suppose I'm evading the question really. I haven't a clue about the long term. It could change, just like that. Eventually I'd like a family, I'm good with kids."

There can be no end to an item like this. Patris will cross regardless. My lost purity seems to have been overlooked. Perhaps, it has never been lost. It could be that the losers are those educationalists who, like Mr Tyler, mistakenly identify purity with systems.

David's travelling reminds me of my favourite exploration story and as it is a Jewish story, it is not really about exploration. An old explorer is surrounded by eager youths, listening spellbound to his hair-raising stories of

of ads which sprout up after the GCSE examinations appear, all the while wondering if our costly little ads will have any impact at all.

I can understand the frustration of one principal of a business school, who decided one year that he would flypost various parts of London to get more coverage than a four by one column ad. He found himself in Fulham at six in the morning, wondering how to use his remaining 17 posters.

Then he saw a deserted factory with, lo and behold, some friendly flat spaces all conveniently close to each other. He fished the posters out of the back of the X16 Daimler he was driving at the time (now he is merely driving hard bargains, since he has gone bankrupt) and began to paste up. At six up he was delighted with his handiwork and hurried on. As he was finishing the tenth, a door at the end of the "deserted" building opened and an irate workman screamed, "And who's turned the bleeding lights out, then?" Or words to that effect.

A loaded question

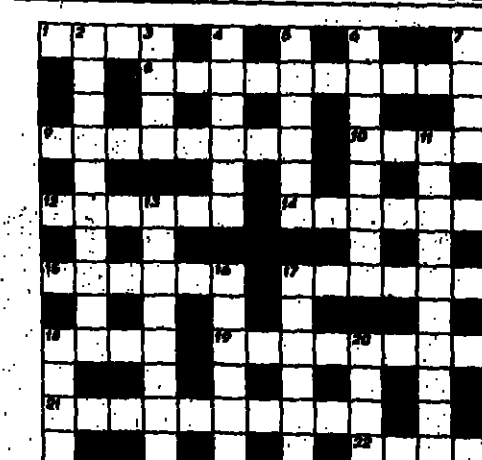
It is also the season for interviewing new staff. Quite idly last week, I found myself asking a nasty question. I myself had been asked ages ago, when I had applied for a job at the Arts Council. (I have never forgotten the telegram, I had three interviews, each one preceded by a telegram detailing date, place, time of the interview, and the names of the interviewers. Each time I received one, I thought I was being offered the job. It was a doubled barrel: the first chamber "What are your three best qualities?" followed by the second chamber "What are your three worst failings?"

If you are really alert, the three failings can be virtues in disguise. In my case, I was not and there was a stunned silence.

The questions were not a conscious choice. The interviewers had been barbed back answers at me and I wanted to remove myself, however momentarily, from the parade ground.

"Glad you asked me that," Bark, bark. "Terrible memory," Bark, bark. "Which reminds me," Bark, bark. "I've got my car parked on a double yellow line." Whereupon he left and forgot to come back.

No 168 CROSSWORD by Rufus



Across

- 1 Broken our left for ex-amination (4)
- 8 Full-time breaks out around the East - it's to do with temperature (10)
- 9 Switches on for one day - it's period (4)
- 10 Half of the record team (4)
- 12 A thousand new clues for strength (6)
- 14 Create chaos in a card game (4)
- 15 Sour sort of critic (6)
- 17 and 2 down: Historical example of violence run forth (6,10)
- 18 In the meantime he doesn't approve (4)
- 19 Ghosts from Hampton's ruins (8)
- 21 Journey taken for a very good reason (10)
- 22 It flies - one type is highly strung (4)

Down

- 2 See 17 across
- 3 Fancy something similar? (4)
- 4 Doctor got out of bed in a bad mood (6)
- 5 Vanished in small coin (6)
- 6 What gun-runners take part in? (4,4)
- 7 Unhappy Sportsman? (4)
- 11 Indifference to detail (10)
- 13 Department of unusual air and grace (8)
- 16 A round game perhaps (3,3)
- 17 A scarf entwined gives trouble (6)
- 18 Very popular winter sports range (4)
- 20 Journey in S Africa (4)

Solution to puzzle No 167



THE TIMES NEWSPAPERS LIMITED, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

THE TIMES

Educational Supplement

FRIDAY SEPTEMBER 14 1984 NUMBER 3559

FIRST PUBLISHED 1910 PRICE 50p

Stronger hand for parents in battles over places

by Sarah Bayliss and Susannah Kirkman

A new code of practice for local education authorities - due to be published in December - will give far-reaching powers to schools appeals tribunals and drastically improve parents' chances of challenging authorities who refuse their children admission to the school of their choice.

L.E.A.s fear this could lead to an avalanche of appeals from parents and a growth in advisory agencies being set up to help parents with their cases. The worry among some head-teachers, too, is that - while the new move will prove welcome to those heads whose schools are popular - it will cause concern to those whose schools have more difficulty in attracting pupils.

The revised code, which is being drawn up by the Association of County Councils, the Association of Metropolitan Authorities, and the Council on Tribunals - the Government body which monitors tribunal cases - is expected to require local authorities to provide detailed proof that the admission of one extra child to the school of the parents' choice would lead to educational disadvantage for other pupils.

The appeals tribunals will have to decide whether the damage to other children's education would be enough to outweigh the parents' right of choice under the 1980 Education Act.

Section 6 of the Act allows parents to nominate the school they wish their child to attend, and stipulates that local authorities and governors must comply, unless doing so would "prejudice the provision of efficient education or the efficient use of resources".

The new code may encourage many more parents to appeal against local authority decisions as more appeals will be successful; it will be much harder for local authorities to satisfy tribunals under the new scheme.

"The only cases in which you can prove conclusively that admitting one more pupil will prejudice resources are where you cannot find space for a child to sit down", commented a spokesman for the Association of County Councils.

Up to now, most appeals tribunals have accepted the L.E.A.s' admissions limits as evidence that a school is overcrowded and that an appeal should therefore be turned down.

In future, they will be expected to challenge the figures and demand evidence to support the validity of admissions' quotas.

"It's no good the L.E.A.s just picking a figure out of the air. They've got to justify it", said Mr Mike Hyde, secretary of the Commission for Local Administration in England.

Mr David Hart, general secretary and solicitor for the National Association of Head Teachers, said this week that the new code of practice was doing no more than emphasize the "clear intentions" of the 1980 Education Act.

"I'm sorry to have to say it to the L.E.A.s but this is the only logical way of interpreting the law". He believed it was wrong that in some cases the burden of proof had rested on parents.

Mr Peter Snape, general secretary of the Secondary Heads Association, said: "If we are going to have a sensible education system with equality of opportunity for all children then schools ought to have planned admission limits. At the same time, we need an appeal system to allow for special cases".

The revision comes after a High Court judgement in Wales earlier this year, which ruled that the South Glamorgan School appeals tribunal should have considered whether one extra admission at a school would be more damaging than denying parents their first choice of school.

The three local ombudsmen for England have also criticized L.E.A.s for failing to set out evidence for their rejection of parents' appeals. And they have urged the tribunals to "question the authority's statements and not accept on trust bald statements".

Local authorities say the new system will lengthen the appeals procedure and make it more difficult to set admissions limits.

An ACC spokesman suggested that it could also lead to inflexible administration. "L.E.A.s won't dare go one above the admissions quota in case the flood gates open", he said.

But Mr Hyde defended the scheme. "If you allow parental choice, councils have got to expect far more parents to choose one particular school than is convenient for the council. The challenge for L.E.A.s is to make unpopular schools more attractive."



No entry: Three 11-year-old Bournemouth boys have arrived at Winton Boys' School every day since term began a week ago - only to be turned away. James Wood, John McCormick and Robert Kemp (left to right) have been refused places at the school although they live only a matter of yards on the wrong side of the catchment boundary. The boys' parents plan to keep up their campaign until the local education authority agrees to admit the children.

Pay posture scares unions

by Richard Garner

The tough stance being taken by the National Union of Teachers over talks on reforming the profession's salary structure is worrying rival teachers' organizations.

The National Association of Head Teachers and the Secondary Heads Association this week issued pleas for an early resumption of talks, which followed after the NUT had drawn up a shopping list of non-negotiable demands earlier this summer.

However, it has now emerged that the NUT believes its interests could be best served by pursuing its salary reform goals through next year's pay talks in the Burnham committee - rather than continuing with the structure working party.

Its leaders have approved a radical salaries package - to be put to a special conference in Scarborough on September 29 - aimed at achieving agreement on a single salary scale for the profession by next April. As a first step towards its implementation, all teachers would receive a rise of at least £1,200 next year.

Other teachers' unions believe the only way to boost pay and morale in the profession is by agreeing a package on pay and conditions in the structure talks.

Privately, some union leaders believe Sir Keith might seek to impose a package on the profession if agreement cannot be reached. He is anxious for a deal on teacher assessment to be agreed as part of the overall agreement.

Meanwhile, Sir Keith has announced he has approved the recommendations of the two arbitration reports into teachers' pay - giving primary and secondary teachers rises of 5.1% backdated to April. Secondary lecturers 4.6% with an extra £330 a year for those on the top of lecturer grade one.

Pay scales, page 12.

NUT accepts loss of special training courses

By Bert Lodge

A controversial proposal from a Government-appointed committee to scrap all courses specially designed for students intending to teach deaf, blind or otherwise handicapped children has been given qualified support by the National Union of Teachers.

In a surprising response to the recommendations from the Advisory Committee on the Supply and Education of Teachers, the NUT backs the move - "but only if in-service courses as good as those scrapped are available, so that after two or three years in an ordinary classroom the teacher can proceed to in-service training for working with the handicapped".

But the union flatly rejects ACSET advice that qualifications for teaching the blind, deaf and partially hearing should no longer be mandatory.

"On the contrary", says the NUT, "from a certain date all teachers entering any sort of special education should have a mandatory qualification obtained through a recognized course of in-service training".

The union justifies its endorsement of the proposal to end specialist

courses for students in training on

COMMENT

The power and the pendulum

The Government changes turn out to be pretty tangential to the mainstream of education but not without interest and, maybe, influence on events to come. What is likely to be the effect, for example, of Superman's clean bound into the Cabinet, the House of Lords and a desk in the Cabinet Office? Mr David Young has become the polished bogeyman of the education world during his years as chairman of the Manpower Services Commission because he has personified the attempted takeover of the classroom by the training world.

His role at the MSC gave him enormous power to bring about change and blur the traditional demarcation between education and training because he also had control of an ample and beguiling purse, and because he plainly had the ear of both the Education Secretary, Sir Keith Joseph, and of the Prime Minister. (And maybe it needs that class of alliance between patronage and Treasury pull to shake up that artificial separation which, as Sir Alastair Pilkington reminded us in his presidential address to the British Association for the Advancement of Science, has existed ever since the medieval monasteries looked after the three Rs and the guilds controlled training.)

Now Mr Young is relinquishing that direct hand-on-the-lever control in exchange for the chance of free wheel-dealing for his country at Cabinet level. Since he already had the confidence of Mrs Thatcher, it is an interesting question whether his added influence as Minister without Portfolio will altogether compensate for the ability to put philosophy into practice which the MSC job offers. But perhaps that can only be answered when we know whether or not a Young-clone has been appointed to succeed him as chairman.

However, with the Young star still in the ascendant (in parallel course with his accountant brother Stuart at the BBC) we shall have to assume that a new man at the MSC would be unlikely to turn his back on the *Training for Jobs* policy, in spite of the unexpected unity of opposition still being pre-

I suppose that everybody must have their own particular favourite when it comes to nominating the most over-used word in the language. My particular favourite is "professionalism".

I have never come across a profession more obsessed with the word "professionalism" than the teaching profession appears to be. Other professions seem to have no difficulty in understanding what is expected of a professional person in terms of commitment to the job and yet scarcely a week goes by without a member of the profession or outside commentator expressing an opinion about the 'professionalism' of teachers. The situation has been exacerbated by a rather wrong-headed attitude to the concept of contractual definition of teachers' responsibilities and a misguided view that contractual definition is in some way incompatible with a profession.

The teachers' contract has always been significant for what it omits to say about a teacher's responsibilities and, of course, the Houghton report clearly based its recommendations upon both the contractual commitment of teachers and upon the areas of professional commitment which every teacher should undertake and which has come to be rather unfortunately known as "good-will" at times of sanctions. The Clegg Commission also took into account those aspects of a teacher's job which remain "hidden" in contractual terms.

What has happened, of course, in



In: David Young

Out: Ivor Richard



Onward: Lord Gower, Rhodes Boyson and Kenneth Baker

sent by the local education authorities.

An allied area for speculation concerns the other major surprise of this week's announcements from 10 Downing Street, the virtual sacking of Mr Ivor Richard as one of the UK's two nominees as EEC Commissioners, in disregard of the convention which has hitherto allowed the Conservative and Labour parties each to nominate their own choice.

A former Labour MP as well as a former British Ambassador to the United Nations, Ivor Richard has played a tough and assertive hand over the past four years as Commissioner for social affairs. In spite of the ambiguities forced on him by Euro-politics in asserting his authority over the education, training and employment policies that fell within his brief, he has presided over the development of projects and policies for transition to training and work, and for combating unemployment, that deserved a better response than they got from his own government.

David Hart says the structure talks offer the only real chance of a new deal

Professional foul

the years since Houghton is the teachers, squeezed by incomes policies and by cash limits, have resorted to what they describe as "withdrawal of good-will" and what employees of British Rail used to describe as "working to rule". That may have had the desired effect of demonstrating just how much of a teacher's working week takes place outside school sessions, but I beg to suggest that it may yet prove to be counter-productive. It has certainly fuelled the debate about what is expected of a professional person and has contributed much to the increasing tendency for teachers to "examine their entrails" to see whether they are, or are not, acting professionally.

It has certainly encouraged the employers to seek to negotiate a new contract which properly defines that which can be contractually expected of a teacher without, at the same time, preventing or discouraging a teacher from acting professionally by putting in the additional hours that have to be worked in order to discharge his/her duties to the full.

Not only in their right mind can deny that teachers' salaries have been depressed, but that should not blind us to one or two central issues:

1) The desire of the employers to

introduce a new contract for teachers is wholly understandable and is very probably the only way forward providing, of course, the salaries offered in return are acceptable. I see no reason at all why the teachers' organizations should object to negotiating a new contract. The argument that a precisely defined contract is contrary to the interests of teachers or, to quote a teachers' leader, is a "layabouts' charter" is wide of the mark. I know of no professional person outside teaching who has been made a lot less professional by having a defined contract of employment, and I have no doubt that the vast majority of teachers who do act professionally in terms of job commitment will continue to commit themselves to the full. What a contract will do, and indeed must do, is enable the employers to know exactly where they stand in terms of contractual commitment. It will penalize the few who bring the profession into disrepute. It will not damage in any way the many who work untiringly on behalf of their pupils.

2) The management submission to the arbitration panel, in terms of its reference to professional commitment, has been considerably misinterpreted and is being used as an argument for yet

special blend of conviviality and brutal speaking should find a worthy adversary in Mr Ian Paisley now that he is translated to Belfast.

Mr Kenneth Baker has a deserved reputation for affability, energy and enthusiasm, built up busily as Minister for Information, Technology and Industry. He will find it notably more difficult to hang on to popularity while trying to push through the Department of Environment plans to dismantle the Greater London Council and the other metropolitan councils.

Masham Street is already a graveyard of reputations on this issue, and it has not been forgotten that he penned the first political brief advocating the break-up of the Inner London Education Authority. That particular polemic was one of the most inaccurate and sloppily argued pieces of evidence in the whole ILEA debate, and eventually discarded even by his own leaders. Presumably that prize-winning combination of commitment and intellectual blind-spots is thought just the ticket for beefing up the attack on local government, but it won't give the local education authorities much cause for optimism.

Road to salvation

Now for the good news. St Saviour's primary school in Liverpool, where two years ago the children were rioting, now appears to be a model and popular primary school (page 6).

There were special circumstances at St Saviour's before the crisis: a chapter of accidents and circumstances had led to large numbers of inexperienced and temporary staff. The authority now claims that could not happen again. But even given the benefits of stable staffing, the transformation seems impressive.

How was it achieved? Like all the best conjuring tricks, the answer, once you're shown it, is obvious. Provide a curriculum that gets away from "bashing the basics" and introduces dance, theatre, electronics, gardening and many other activities that engage and interest children. And - the essential ingredient - involve the parents.

Of course, it does also take some money. St Saviour's now has extensive community facilities, with well-equipped rooms for parents and a youth club. There are staff who specialize in working with parents, finding out what

activities would interest them, giving them, visiting their homes, offering support.

In crisis-ridden Liverpool there still money - from the Government partnership programme as well as the local authority - for these developments. Other areas where there have been considerable need for such facilities have been losing their home teachers, and the outreach education designed to help the disadvantaged. Space which has been made redundant has been do off, not converted to community.

There has recently been a lot of parent-bashing, not only from politicians but from professionals who should know better, such as the Infant Masters and Mistresses Association. The new National Child Bureau study on parents' needs (p. 5) shows just how helpful the local resources and sensitive professional support offered at St Saviour's can be in building parents' competence and self-confidence.

There are still plenty of primitive, less explosive areas than the one which provides a dull curriculum for children and hold parents at a length. There are others which will like to change to a more community-minded approach, but lack facilities and skills to do it. Need it really? Rioting children to give primary incentive and resources for change.



...no comment

"Parents' support for school without continues at a high level. The year of response has been magnificent and most parents are pleased that we are continuing the use of blazers as a sign of quality and high standards. This is a worthwhile price to pay for a good education."

Letter to parents from Olchfa School, Swansea, September, 1984.

they believe to be non-contractual.

I happen to believe that there are substantial grounds for this sort of demonstration in 1984 but repeating will not improve the case and at the end of the day teachers will have to come to terms with reality. As I see the reality is that we have been offered an opportunity to thrash out a deal. The current fora, Burnham, CLEA/xt, have been discredited in terms of effectiveness. Are we to throw away this opportunity of a deal or are we to return to the warfare which has achieved so little for teachers?

The fact is that most employees know that the vast majority of a profession acts professionally. By means, let us have a lengthy and necessary, tough round of bargaining for pay and conditions of service with the structure working party. If we do not, the bargaining comes to fruition in a way that least have the effect of bringing the teaching profession into line with other professions and stop, once for all, this interminable warfare about professional commitment.

The arbitration award, which has come as a deep disappointment to the entire profession, does if anything increase the need for the work in the structure working party to be brought to a successful conclusion.

David Hart is general secretary of the National Association of Teachers.

The Manpower Services Commissioners felt this week that they had been left holding somebody's very messy baby. As they waited for a formal directive from the Government to implement the White Paper plans under which they will take control of a large part of local authority college funding - a path which is bound to bring them into direct and bitter conflict with local authorities, education professionals and trade unions - the only member of the Commission who is unequivocally committed to the plan - quit for a top job in Mrs

Bringing 'the real world' to the MSC

Two years ago the MSC was one of the world's brilliantly successful models for the new style "arms-length" government agency. Its civil servants disposed of huge sums of Exchequer money, but their masters were outside government - the employers, the unions, and the local authorities.

The Manpower Services Commissioners representing these interests carried out the manpower policies of the Government but only if they could be persuaded to approve them. And as often as not it was the Commission which originated the policies and the Government which acquiesced and paid up.

Today, the MSC, whose autonomy used to occasion fears of corporate power beyond parliamentary control, is a meek instrument of government policies often bitterly resented by the bodies the commissioners represent. Its staff have learned to accept ministerial intervention in the most trivial details of their work and practice.

When Mr David Young, property financier and Tory strategist, took over the chairmanship in July 1982, he told *The TES* that he was there "to bring a bit of the real world into the MSC". He turned out to be the world of realpolitik and the *Realpolitik* of the real world.

Courting the media his predecessors had shunned, he quickly became a nationally recognized face on television, at one time appearing almost nightly to promote the Youth Training Scheme. At conferences and appearing before parliamentary committees he insisted that he was determined to

achieve quality as well as quantity once the YTS was assured of its target number of places. Meanwhile the education service and the local authorities were being urged by its officials to prepare for a leading role in the scheme.

But by the autumn the honeymoon was over. Without any prior hint to the education service, the Government announced the Technical and Vocational Education Initiative and official were telling the local authorities they must play second fiddle to employers in the YTS, and at the same time lowering the standards they required from employers.

The amiable Mr Young, trying to look surprised, told a conference that, however outraged the local authorities or the teachers might feel, he had been instructed by the Government to implement the TVEI whether he liked it or not.

But he made it plain to *The TES* that he did like the programme very much, that the education service needed a short, sharp, shock, and that he was prepared to set up the commission's own technical schools if the authorities refused to play.

For a long time he pooh-poohed reports that ministers were going to dock the benefit of youngsters refusing a YTS place. When they were confirmed and the commissioners protested against this move to force youngsters into the scheme, Mr Young formally passed on their views to the Government, but left many people thinking he privately supported its policy.

He did the same thing this year when the commissioners objected strongly to big cuts in Mode B, the YTS projects and courses run by colleges and voluntary agencies. And he echoed ministers in rejoicing that the YTS would help depress young wage rates.

More recently, Mr Young's handling of the White Paper proposal on college funding has been virtually a replay of TVEI tactics.

But whatever part Mr Young has played in the power relationships between the MSC and central and local government, and in the Commission's growing intervention in educational fields, the YTS, which was his first priority, looks like becoming the success he sought - in terms of numbers at least - in the coming year.

NEWS

Thatcher's Cabinet. Mr David Young, soon to become Lord Young, who resigned from the MSC chairmanship on Tuesday, is thought by many to have been the author of the proposals which have plunged the Commission into controversy. He had been its chairman since 1982. Here Mark Jackson looks at the effects on the MSC and its clients of the Government reshuffle and its possible repercussions for the rest of the education service.

Reshuffle's ripple effect

like to see a local authority leader appointed to head some of the recent wounds. Another - less serious - suggestion was that Mrs Thatcher might choose Mr Frank Chapple, the right winger who has just retired from the leadership of the electrical union.

Another move with significance for education is the sideways shuffle of Mr Kenneth Baker from the Department of Trade and Industry to the Department of the Environment. The energetic Mr Baker, who has been a highly visible Minister for Information Technology, now takes charge of promoting the Government's accident-prone local government legislation. He is no friend of the Inner London Education Authority.

A less-noticed change was Mrs Thatcher's decision not to reappoint Mr Ivor Richard, the EEC commissioner responsible for social affairs, for a second term. Mr Richard has made no secret of his bitterness at being dumped.

Commission officials expected this week that there would be some delay before the new chairman was named. One possible successor is Mr Victor Falge, chairman of the Port of London Authority and of the CBI's education committee. Some senior figures would

be likely to see a local authority leader appointed to head some of the recent wounds. Another - less serious - suggestion was that Mrs Thatcher might choose Mr Frank Chapple, the right winger who has just retired from the leadership of the electrical union.

Another move with significance for education is the sideways shuffle of Mr Kenneth Baker from the Department of Trade and Industry to the Department of the Environment. The energetic Mr Baker, who has been a highly visible Minister for Information Technology, now takes charge of promoting the Government's accident-prone local government legislation. He is no friend of the Inner London Education Authority.

A less-noticed change was Mrs Thatcher's decision not to reappoint Mr Ivor Richard, the EEC commissioner responsible for social affairs, for a second term. Mr Richard has made no secret of his bitterness at being dumped.

Commission officials expected this week that there would be some delay before the new chairman was named. One possible successor is Mr Victor Falge, chairman of the Port of London Authority and of the CBI's education committee. Some senior figures would

be likely to see a local authority leader appointed to head some of the recent wounds. Another - less serious - suggestion was that Mrs Thatcher might choose Mr Frank Chapple, the right winger who has just retired from the leadership of the electrical union.

Another move with significance for education is the sideways shuffle of Mr Kenneth Baker from the Department of Trade and Industry to the Department of the Environment. The energetic Mr Baker, who has been a highly visible Minister for Information Technology, now takes charge of promoting the Government's accident-prone local government legislation. He is no friend of the Inner London Education Authority.

A less-noticed change was Mrs Thatcher's decision not to reappoint Mr Ivor Richard, the EEC commissioner responsible for social affairs, for a second term. Mr Richard has made no secret of his bitterness at being dumped.

Commission officials expected this week that there would be some delay before the new chairman was named. One possible successor is Mr Victor Falge, chairman of the Port of London Authority and of the CBI's education committee. Some senior figures would

be likely to see a local authority leader appointed to head some of the recent wounds. Another - less serious - suggestion was that Mrs Thatcher might choose Mr Frank Chapple, the right winger who has just retired from the leadership of the electrical union.

Another move with significance for education is the sideways shuffle of Mr Kenneth Baker from the Department of Trade and Industry to the Department of the Environment. The energetic Mr Baker, who has been a highly visible Minister for Information Technology, now takes charge of promoting the Government's accident-prone local government legislation. He is no friend of the Inner London Education Authority.

UGC and NAB demand better deal

The two most influential bodies in higher education today disclose their agenda for the rest of the century and demand a better deal from the Government.

Both the University Grants Committee and the National Advisory Body take a more optimistic view of future demand for higher education than Government forecasts and their submissions to Sir Keith Joseph, Education Secretary, put the case for resources to match.

In an unprecedented display of unanimity, the two bodies have included a common chapter in their reports, reinterpreting the Robbins principle of access to higher education and defining its role in society. The ability to benefit becomes the dominant criterion in assessing suitability for study.

The NAB's 10-point plan for polytechnics and colleges was given final approval at a meeting chaired by Mr Peter Brooke, under secretary for higher education, on Monday.

The controversial demand for equal funding for teaching in the universities survives in the NAB's report, but the preservation of existing funding levels is made the first priority.

Other radical proposals include the introduction of a two-year degree for high-fliers, a new pool of money for research, and a loosening of local authority control of colleges and polytechnics.

The UGC, which demands an end to further disruption and decline, recommends more resources, additional academic staff and a rise in student numbers. - *THE*

Appraisal concern

by Richard Garner

Union leaders have reacted sharply to a Government plan to single out two local education authorities to mount new teacher appraisal initiatives.

Mr Fred Smithies, general secretary of the National Association of Schoolmasters/Union of Women Teachers, has written to leaders of all the other teachers' organizations calling for a round-table meeting to discuss his union's "serious misgivings" about the plans. The meeting is likely next week.

In a separate letter to the Department of Education and Science, he adds: "I object in the strongest terms to the fact that the Secretary of State should contemplate making any move in this connection without engaging in full consultation with my association and other organizations representative of teachers."

"I cannot conceive that such a project would be initiated by any substantial private sector employer without consulting relevant unions."

The two authorities singled out for the initiative are Labour-held Birmingham City Council and Conservative-controlled Suffolk County Council.

Both the NASUWT and the National Union of Teachers are anxious that their executives should not approve any initiative stemming from Suffolk or Birmingham.

In a letter announcing the initiative to teachers' unions, Mr Ian Langtry, from the DES, says his department is hoping management and appraisal initiatives can be launched before next April - when the schemes would become eligible for extra cash aid through education support grants.

The four GLC by-elections are to be held next Thursday.

Court test for special schools' closure

The 13-week closure of two special schools in Bolton is to be the subject of a test case in the High Court next week.

The parent of a handicapped child at Firwood special school will claim that Bolton education authority has been in breach of its statutory duty to provide

education since May 2 when the school was closed as a result of a pay strike by 200 classroom assistants and nursery nurses in the borough.

The parent, who has been granted legal aid, will apply next Tuesday for a judicial review of the council's decision

STARPOL
BY JOHN TULLY
1-4 Published September 1984
For children aged 8 to 14+
Reading age 8½

NEW

Published by
Ginn and Company Ltd.,
Pretford House, Parson's Fee,
Aylesbury, Bucks., HP20 2DZ
Registered in England
No. 542457

- Science fiction stories full of action and suspense
- Superb full colour illustrations
- Motivation and confidence for the young reluctant reader

STARPOL follows the adventures of a young recruit to the Earth Space Police. The main characters and the setting - the spaceship Hunter 5 - reappear throughout the series and their growing familiarity as the series progresses supports and gives confidence to the slow reader.

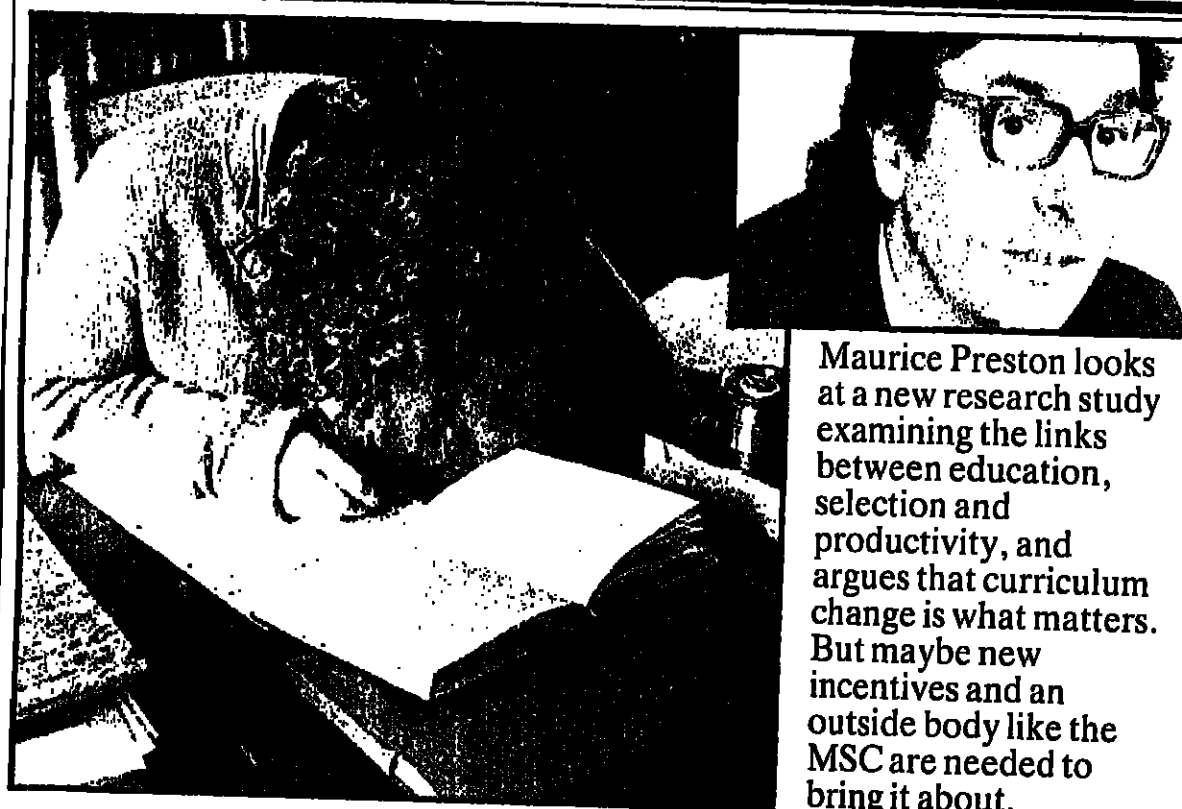
Starpol 1-4
The New May/Raiders on Zeal/The Anus/Mayday Call
One set of the 4 books (602 22637 6) £7.50

Starpol 1-4 Group Reading Pack
Six sets of the 4 books (602 22638 4) £42.75, saving £2.25

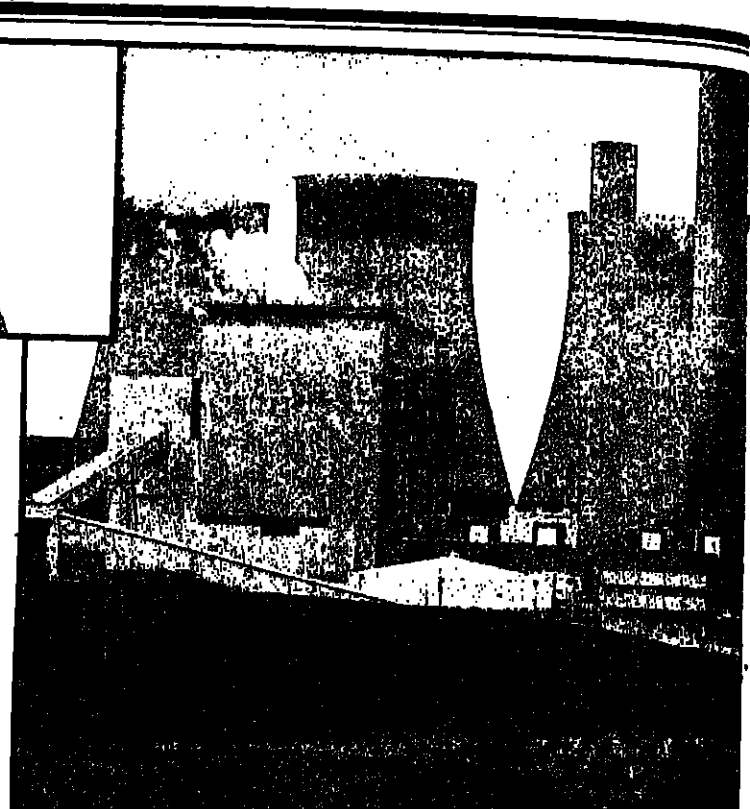
To Ginn and Company Ltd., FREEPOST, Aylesbury, Bucks., HP20 1BR
(No stamp needed when posted in the U.K.)
Please supply, for evaluation, on 30 days approval
one set of Starpol 1-4 (four books with teachers' notes) price £7.50

Name _____
School Name and Address _____
Postcode _____ Date _____

PLATFORM



Maurice Preston looks at a new research study examining the links between education, selection and productivity, and argues that curriculum change is what matters. But maybe new incentives and an outside body like the MSC are needed to bring it about.



Almost everybody appears to believe that education can, does, and ought to have an impact on the economic system. There are considerable differences of opinion on the nature of the relevant effects, and even more on whether they are beneficial or harmful. But few people regard what happens in schools and universities as irrelevant to how people earn their living or how productive firms may be. Perhaps, more to the point, young people staying on voluntarily at school or proceeding to further and higher education have been motivated in part by a desire to raise their employability.

In the early days of research into this issue, the approach was quantitative and crudely so. Attention was paid to the average number of years of schooling of the labour force, or of real expenditure on their education. Essentially, this was thought to raise the quality of the labour force and to make it more effective. This, in turn, could account for why a country's growth rate was what it was, or why one country grew faster than another.

Unfortunately, two difficulties emerged, one empirical, one rather more analytical. On the former, the evidence did not lead unequivocally to the conclusion that there was a close connexion between education as measured and economic growth rates. In particular, there was a major decline in growth rates from the mid-1970s onwards to be accounted for.

On the latter, the question had to be asked, what was there about education that led the more educated to be more productive? Should not more attention be paid to the nature of education? In particular, was it not

'We need a heart, some courage and a diploma'

possible that education reinforced economic failure rather than led to economic success?

In the case of the UK, were the nation's troubles attributable to what was taught in schools and colleges so that to do more would actually cause economic performance to deteriorate? Now, it must be said that there is nothing improbable in such a view. Why should teaching which concentrated on personal development, on the one hand, and academic achievement on the other, give us the labour and management that we needed? Would it not almost be a miracle that there emerged a beneficial by-product of our educational system in the form of economic progress? At the very least, if the form of education matters, how do we know that we have got this right in the UK? (Let me note the contrary view that, even if it were established that what is taught in schools is unhelpful to individuals when they enter the labour force, that by itself is not sufficient to justify a change. It must also be argued that the economic benefits outweigh the costs, whatever they may be.)

While questions like these are

straightforward, answers to them are more difficult. Evidence on which definitive answers can be based is scarce, especially given the usual problem of social science that it is not even agreed what comprises evidence. It is for that reason that the contributions to a recent book edited by John Oxenham, *Education versus Qualifications*, are so useful. They pose many of the relevant problems and in some cases guide us towards the solutions. Angela Little, in an excellent essay, reports a variety of studies which show that there is no certain relationship between increased education and increased productivity. In some circumstances, the modern sector of an underdeveloped country, for example, such a connexion might be discerned, but in others it would not be. The research she quotes is most interesting because it attempts to measure productivity directly. This is more useful than noting that educational qualifications correlate with earnings, and postulating that the latter are a proxy for productivity. In saying that I am aware that I was one of the first in this country to go along this path which I now appreciate is not wholly reliable.

The objections to the earnings-qualification approach are pretty obvious. One is that qualifications may be an indication of other personal characteristics. They act as a filter enabling employers to avoid the cost of alternative selection methods. (They are an imperfect filter in that additional methods of selection continue to be used. Nonetheless, to the extent that school and college examination performance matters, this is evidence of the productivity of educational institutions, if not of education.) A second is that many educated people go into parts of the economy (notably the public sector) in which productivity is difficult to assess. Objective qualifications therefore be used as guides to fair entry decisions. Thirdly, Little tells us of a US study in which the returns on educational qualifications were higher in larger establishments than in smaller ones. She asks: 'Might it be that employers in close contact with their employees see less advantage in education *per se* than employees who do not know their employees well, but who need some rules for legitimizing salary differentials?' The implications of this last question are terrifying, but are not to be ignored for all that. If we add to them the possibility that employers are, anyway, not the best judges of economic performance, we come to a familiar dilemma. It may be that the education system is unsatisfactory from the overall economic point of view, and that the needs of industry could be better met by something different. Further,

quo. The benefits of change are problematic, being based more on theoretical analysis than hard evidence, likely gains. The costs of change are more clear cut and there are losers who would oppose it.

This is true of the most backward of the advanced countries, the UK. The decision here to abandon the system for qualifications closes a vast array of doors to the individual. If 'social' itself took a decision to offer free diplomas, but did nothing to change the other side, the attitude and selection methods of employers, the truth would be intensified, not eased. The point holds *a fortiori* in a world of widespread unemployment. Paper qualifications increase the chance of job, if nothing else. They influence the composition of the unemployed, even if the doing nothing to reduce its total.

Thus, while I agree that we have too many degrees and certificates, removing them is not the way we should proceed. The Wizard of Oz was right, to say we need a heart and some courage, but we certainly need a diploma. The change that is required, within the curriculum and how it is taught. That now seems to be acceptable by everybody. What also seems sensible is a greater involvement of a body such as the Manpower Services Commission in all these matters, but I am aware that many interested parties disagree. (This is a question of balance. There is a danger that we do go too far in the direction of training but we are a long way from that moment.) Another reason for favouring an outside body is the ingrained conservatism of all of us in education. And that leads me to a conclusion that none of the people I have mentioned discuss. It is all very well to analyse problems, and make technical comparisons showing that we can learn from these. The result is a heightened awareness of our failings which professionalism will surely do something to rectify. But what all educational institutions really need are incentive systems which encourage us to do better. We are threatened on all sides

'Why is educational reform so difficult? The answer is, of course, obvious. There is enormous investment in the status quo'

ermore, part of that something different could be a move away from conventional, academic qualifications. But if the inertia of the system is so great, and if large parts of it pursue objectives which are not recognizably to do with economic efficiency, it could be risky for an individual or even an institution to go against the status quo. Ronald Dore and John Oxenham ask: 'Why is educational reform so difficult?' They say the question is applicable to the advanced, industrialized world as much as to the emerging nations. Certainly, the question is being asked everywhere, and educational systems all over the world are being subject to critical scrutiny. The answer is, of course, obvious: there is enormous investment in the status quo.

from the Secretary of State downwards. We respond a little, but not necessarily in a desirable, let alone optimal, direction. It would be sensible to support some research into the incentives as they currently exist, all levels of institutions, and then encourage teachers to pursue desirable objectives.

Maurice Preston is Professor of Economics at Queen Mary College, University of London.

Education versus Qualifications by John Oxenham, published by Allen Lane, £5.95 (ISBN 0 7131 3704 8). *Education versus Qualifications* by John Oxenham, published by Allen Lane, £5.95 (ISBN 0 7131 3704 8).

NEWS

CEOs launch attack on plan for parent power

by Mike Durham

County chief education officers have criticized the Government's Green Paper on school governing bodies, *Parental Influence in Schools*, as irrelevant, misleading and ill-formed.

In a response drawn up for the Association of County Councils, to be approved next week, the CEOs say the Green Paper "misconceives the task to be performed" and that its recipe for improving schools is "wrong".

The Green Paper, now being circulated for consultation, recommends increasing the number of parent governors and giving governing bodies more powers in relation to local education authorities and headteachers.

The ACC will tell Sir Keith Joseph, Education Secretary, that priority should instead be given to improving teaching quality through better management and support services directed to CEOs.

Contrary to allegations in the Green Paper, the CEOs say local education authorities are not becoming more and more powerful in school management at the expense of school governing bodies.

They challenge Sir Keith to produce evidence to back up his claim that school governing bodies in some areas are being "reduced to a cipher" by local influence.

The precise relationship between a school's governing body and its authority, especially over the content of the curriculum, should be a matter of local decision, they say.

But the response does acknowledge that parents should be encouraged to participate more fully in the life of schools. It favours the four-fold "equal shares" formula for the composition of school governing bodies put forward by the Taylor Committee.

The ACC will seek a meeting with Sir Keith to suggest "a better way forward" than the legislation proposed in the Green Paper.

In a detailed criticism of the Green Paper, the county CEOs complain that the Government's evidence for its proposed changes in the nature and function of governing bodies is not

disclosed. More parent-governors, they say, would lead to a loss of balance and continuity on governing bodies.

Parent governors would be expected to serve for three years and to form a majority in most maintained schools. But, the report's authors say, most governors consider four years the minimum time before a governor can make a useful contribution.

"The Green Paper underestimates the difficulties and complexities of the issue, governors often address and that being a good governor means a good deal of homework, and expectations to serve for longer than three years."

The response says that many infant schools, where children may stay for only two years, would suffer very frequent changes of governors.

On the Green Paper's proposals for clarification of the functions of governing bodies, the CEOs say the document is "invariably imprecise where it boldly claims clarity and clear only where the obvious is well established."

They allege that, far from costing no extra money as the Government alleges, implementing the changes would cost an average county £250,000 a year and the country as a whole about £25m.

Among other points, the CEOs' response claims that the position of headteachers would be weakened and largely relegated to an advisory capacity.

It describes the suggestion to "pool" several schools with one governing body as "frankly silly" and the proposed methods of appointing headteachers as probably unworkable.

"The general conclusion has to be that the Green Paper misconceives the task to be performed. Whatever composition the governing body has the influence it can extend over the work of the school will be limited."

"It is the teachers who will be a good headteacher and well supported by a good chief education officer and his professional staff who will ensure that children's learning is of the best."



Learning how to cook apple pie as grandma makes it won these children a prize in Help the Aged's Side by Side scheme last year. The children, from Dunston Riverside primary school, Gateshead, cooked traditional dishes, made peg dolls - a local craft - and gathered information about the area's history by listening to elderly people talk. This year's scheme, to encourage schools to work with the elderly, is being launched this week. An award of £500 will go to the most original and imaginative project.

Higher education 'ignores industry's needs'

by Karen Gold

Higher education does not respond to industry's recruitment and innovation needs, Mr Kenneth Durham, chairman of Unilever told the first Higher Education International conference in York.

Educationalists do not understand the process by which wealth is created, and a few of them seem actively opposed to the idea of profit and free enterprise, he told the conference on

the challenges facing higher education and on technology transfer to industry. Britain had not kept pace with other countries because of a fear of innovation and change. "I think many believe much gold lies in the laboratories of higher education institutions waiting to be discovered by us industrialists," he said.

"They are not alone in that belief: it is held by the Government too, Mrs

Thatcher held a seminar at which I heard minister after minister get up and perpetuate this idiotic myth."

"Innovation... is the commercial exploitation of a recovery from what ever source... technology is only one element: technical people not exposed to the challenge of businessmen and the market place can produce some quite dramatic disasters."

THESE

No scope for arts cuts

There is no scope for saving money by further reductions in higher education arts student numbers, Mr Peter Brooke, under-secretary of state at the Department of Education and Science, said today.

He told a Confederation of British Industry conference on information technology skills shortages on Tuesday that it would be unrealistic to expect that the money to expand science and engineering places could be found by further cuts in arts courses.

"Quite apart from the relative cost of science-based and arts courses is the fact that a reduction in the number of students on arts courses will contribute little to an increase in the number of science and engineering students," Mr Brooke said.

'Own speed' retraining

Southtek, a big open learning project based at Brighton Polytechnic, was launched last week to help technicians retrain at their own speed and in their own way, using support centres scattered around the area.

It will be funded by the Open Tech for three years at a cost of £11.7m, and involves a consortium of 14 colleges, three local authorities and 113 companies. It was launched by Sir David Young, former chairman of the Manpower Services Commission, now Minister without Portfolio.

Kinnock acts on Welsh caning case

by Jane Pickard

Mr Neil Kinnock is to intervene in the case of a Labour county council which has taken court action against a mother who opposes corporal punishment.

The Labour leader has agreed to contact Mid-Glamorgan, which is still continuing to use the cane despite party policy to phase it out.

Mr Kinnock is responding to an appeal by the Society of Teachers Opposed to Physical Punishment (STOPP) of whom he is a sponsor.

STOPP wants him to persuade the council to withdraw from the court case and abandon corporal punishment.

The case involved two teenage boys suspended from school for nearly a year because, their mother opposed caning.

The council is applying for a care order and the hearing, which was adjourned last week, resumes on Monday.

Mr Tom Scott, STOPP education secretary, said he had also written to the Labour Party's national executive committee and its regional organiser in Wales.

STOPP is pressing for withdrawal of the care order and wants the headteacher of the school involved to take the boys back.

But Mid-Glamorgan Labour leaders say it is their policy to abolish corporal punishment. They had set up a work-

ing party of teachers and council officers to look into alternatives, such as special classes, but its work had been delayed by the teachers' strike.

Mr Bill Rowlands, a comprehensive head, who chairs the Joint Consultative Committee of councillors and teachers which set up the working party said no-one in the county doubted that the cane was on the way out.

"I know we are said to be the caning capital of Britain but there has actually been a tremendous decline in the county."

The problem was to find an alternative. Some local head teachers had already tried setting up special units outside the school building - but these had not proved a success.

Mr Rowlands was more interested in having a department within the school, with specially trained staff, where problem pupils could get separate tuition as well as continue the normal curriculum work.

Mr Philip Squire, chairman of Mid-Glamorgan education committee, said: "As far as the Labour group is concerned, we have agreed to abolish corporal punishment in schools, as soon as we find an effective deterrent."

He said they were consulting teachers, and would be actively considering alternatives within a few months.

DEPARTMENT OF TRADE AND INDUSTRY MICROS IN PRIMARY SCHOOLS SCHEME

Has your primary school received its half-price computer?

APPLY BEFORE 11 JANUARY 1985

Every primary school in the UK is eligible to obtain one half-price computer package. "All age" schools may also apply if they have separate primary departments.

For more information or guidelines:

Local authority schools: Contact your LEA computer adviser.

Independent schools: Contact Sue Mullins on 01-212 8643 or Ian Young on 01-212 6119.

Department of Trade and Industry, Industry/Education Unit, Room 354, Ashdown House, 123 Victoria Street, London SW1E 6RB



London's most popular Tourist Attraction.

The London Dungeon is a vast exhibition of Medieval history; showing superstitions, witchcraft, disease, torture and punishment. It is historically accurate and extremely thought provoking.

The Times Educational Supplement said "A detailed and serious look at the horrors of murder and torture, so realistically illustrated, they impress far more than any array of mere objects could ever do".

Come and see the London Dungeon for yourself. Open every day 10am-5.45pm (4.30pm in winter).

REFRESHMENTS. EASY PARKING. WORKSHEET

Not suitable for young children.

King or write for School details and discounts. Allow 1 1/2 hours for your visit.

The London Dungeon, 28/31 Tivoli Street, London, SE1 1TL. Tel: 01-403 0600

NEWS

UNISIM

UNISIM, a business simulation game developed by our own management consultants with the help of teachers, has been written for use on the BBC-B microcomputer.

The game is intended for between three and five teams of fifth and sixth form students of any discipline to give them experience of what is involved in managing a business and the importance of decision-making. Decisions have to be made concerning production, marketing, selling, finance and planning. The overall objective is to hold the dominant position in the market judged by percentage share of the market and by profit.

This interactive game can be played in a simple form but as tutors and students become more experienced various options can be introduced. The game can be run continuously or over several sessions with intervals between.

UNISIM is available at a cost of £35.00 per game. Each UNISIM package consists of: One Main Disk, One Archive Disk, One Tutor's Manual, 20 Student's Manuals.

To order UNISIM please send cheques/postal orders made payable to UNILEVER PLC to:

Unilever Education Section,
PO Box 68, Unilever House,
London EC4P 4BQ.

Unilever Educational Publications

TOURS FOR SCHOOLS '85

EUROLINE

28 PAGES

MORE RESORTS

1985 BROCHURE OUT NOW

FREEPOST

2-4 Orange Road, West, Birkenhead, Merseyside L41 4DA
Tel. 051-647 9736 Telex 627940 EU LINE G

ALTERNATIVES TO DISSECTION

Send £1.00 now

for the **RSPCA** illustrated catalogue.

RSPCA Education Department (TES)
Causeway, Rowham
West Sussex RH12 1BG

Prep schools step forward for regular re-inspections

by Bert Lodge

Prep schools are the first private education institutions to volunteer to be regularly re-inspected.

The Incorporated Association of Preparatory Schools with 550 members announced last week it would support a new scheme devised by the accreditation committee of the Independent Schools Joint Committee.

The next group to follow is expected to be the Governing Bodies Of Girls Schools Association with about 250 members.

Mr Peter Burns, chairman of the accreditation committee and organizer of the scheme, said this week he had about 20 former HM Inspectors and 150 serving or recently retired heads ready to form inspection teams.

In 1978 Mrs Shirley Williams, then Education Secretary, withdrew the granting of "recognized as efficient" status to private schools on the recommendation of HMIs. Since then the schools' own associations had pressed successive ministers to reinstate the practice, Mr Burns said.

He added: "So they devised their own schemes and all members of

constituent associations of the ISJC had to be either recognized as efficient or accredited. I put it to them that 'recognized as efficient' meant nothing unless there was a regular review."

Mr Burns, a former HM staff inspector for independent schools, said the cost of the review for schools would be at the rate of £3 per pupil. Reports would not be published and where inspectors found matters needing attention re-inspection could be ordered by the ISJC. Any school still failing to come up to standard would be referred to its own association.

A spokesman for the Department of Education and Science said schools in the maintained sector were no longer visited by teams of inspectors on a regular basis but it was now done as random sampling.

The top private schools whose heads are among the 231 members of the Headmasters' Conference are unlikely to take part in the scheme. Mr David Emms, Master of Dulwich College and chairman of HMC, said this week:

"We have always done our own inspections on quite definite criteria.

When a new head is appointed but to apply afresh to join HMC and academic criteria of the schools studied afresh. From time to time get new people apply and then we set our own accreditation team."

● A hint that it is time for independent schools to follow a trend in the maintained sector to reconsider their policy on co-education has come from the IS on which 1,300 schools are represented.

This follows a questionnaire sent the three main constituent associations: the Headmasters' Conference, IAPS representing 550 schools and Society of Headmasters with about 100 members.

The results showed many schools had already replaced corporal punishment with other sanctions. A spokesman for the ISJC said it had recommended that schools in doubt should consider abolishing it.

One reason for the diminishing of the cane was the number of schools going co-educational, he said.

AS level exams plan condemned by union

by Richard Garner

Government plans to introduce a new AS level examination to be taken alongside existing A levels were condemned as "irrelevant" by the National Union of Teachers this week.

In its response to the Department of Education and Science's consultative paper, the NUT says the concept of AS levels is "narrowly-based, ill thought-out and irrelevant to the needs of the vast majority of students in the 1980s and beyond".

The NUT says there is a great need for an intermediate exam pitched between O and A level, but not for those pupils already taking A levels.

It argues that while such an examination could constitute a useful supplement to A levels, it should be designed primarily for pupils who do not find A level relevant to their needs.

"For the many thousands of students who wish to pursue their education post-16 but who are not sufficiently able academically to follow a full A level course, there is no appropriate single-subject school-based examination," the NUT adds.

The union says the government could not have chosen a better title for the examination if it had deliberately set out to create confusion, because AS levels will almost certainly be confused with S levels.

It criticizes the expectation that A and AS level courses could be jointly taught as "wholly unrealistic".

"Most A level syllabuses could not simply be chopped in half to provide an AS level course," says the NUT. "If they were, the new courses would almost certainly lack coherence and purpose. It would benefit neither AS nor A level students and be extremely difficult for schools and teachers to teach both courses in the same classes."

To suggest that schools, particularly those with small sixth forms, will be able to provide AS level courses without any additional resources is unrealistic.

"If AS levels do become accepted and required as a passport to higher education, pupils in smaller schools will be disadvantaged in an already over-competitive field," the NUT says.

Susannah Kirkman reports on the British Educational Research Association conference in Lancaster

Excess discipline can breed problem pupils

Too much discipline in schools can cause delinquency instead of curing it, according to researchers.

After questioning more than 2,000 15-year-olds in the Province of Luxembourg, Belgium, a research team concluded that punishments only aggravated bad behaviour at school, which in turn led to greater alienation from authority and to delinquency outside the school.

Such pupils expressed their alienation by mixing with other "problem" students; they became even harder to control and their refusal to conform made them more likely to be "caught in the act" by teachers or the police.

The Belgian study shows that the pupils most at risk have:

- Changed secondary school several times;
- Been excluded from school more than once;

Glue-sniffing aid plea

Schools are doing too little to help glue-sniffing pupils, according to Dr Denis O'Connor, an educational psychologist who runs a clinic at Newcastle University for solvent addicts.

He accused teachers of failing to provide a care service because they were frightened this would encourage more problems, and he condemned the authoritarian, academic-orientated system he claimed still existed in most comprehensive schools.

"The authoritarian approach doesn't work," he said. "You can't frighten people into behaving." Instead, Dr O'Connor said headteachers and staff should:

- Drop their negative attitude to children who were not going to be an academic credit to the school;
- Organise a team to care for "difficult" pupils;
- Introduce a system to identify pupils at risk; and
- Use relaxation and discussion therapy to help children cope with their problems.

- Gained little prestige at school;
- Made poor relationships with teachers and
- Developed a negative academic self-image.

Surprisingly, the study found the social class was less important than failure at school in predicting delinquency.

The British authors of the BER paper, which reviewed research on disruptive behaviour, proposed a factor to avoid the harmful effects of punishment: strong controls, warmth, friendliness and participation.

Disruptive Behaviour in Schools and Delinquency Jean Lawrence and David Steed, University of London Goldsmiths' College, Pamela Young, University of London Institute of Education.

THE COLLEGE OF PRECEPTORS
Incorporated by Royal Charter 28th March 1971
Invites applications from those engaged in education for

TWO NEW CLASSES OF MEMBERSHIP

Member (MCollP) to recognize professional practice in a single subject or a small group of subjects.
Ordinary Fellow (FOllP) the main Class of College Membership reserved for those who have made an outstanding contribution to education.

The College of Preceptors is an Examining Body and a Teachers' Society which has Members throughout the world.
For a copy of the Membership Guide, please contact:
Chief Administrative Officer
The College of Preceptors
7 Ridgmont Street
London WC1E 7AE
Tel 01-835 0796

Bert Lodge reports on the Incorporated Association of Preparatory Schools conference, in Cambridge

Integrated schools 'are the way to bring peace'

The way to peace in Northern Ireland was through the growth of schools like Lagan College, the first deliberately planned, integrated school in the province, Mr Basil McIvor, a former Northern Ireland minister of education, told the prep schools conference last week.

But there were clergy, both Roman Catholic and Protestant, who were not enthusiastic about it. For example, he said, Bishop Cullin Daly, in whose diocese the college lay, had been asked to allow members of his clergy to come once a week to the college to give religious instruction to Catholic pupils, but so far none had done so.

Mr McIvor quoted Dr Philomena Dineen, head of St Bede's joint Catholic-Anglican school in Redhill, Surrey: "Although many factors contribute to making a joint-Church school thrive, experience shows that the de-

clared backing of the hierarchy is crucial."

Lagan College, which had opened its doors in 1981 with 38 pupils, began this term with 288 on roll. Many more were turned away because the present temporary premises could not accommodate them.

After much lobbying and pressure the school was admitted to the grant-aided system in April. The denominational breakdown now was: Catholic 44.3 per cent; Protestants, 41 per cent; and non-denominational, 14.7 per cent. A permanent site for new buildings was being sought in south Belfast, Mr McIvor said.

"Lagan College must continue to be a standing witness to one way in which substantial progress can be made in mitigating the disastrous side-effects from the dual system of education."

Both sides now, page 27.

LAGAN COLLEGE

TEL BELFAST 703810
PRINCIPAL MRS SHEILA GREENFIELD



Lagan College: helping to break down religious barriers.

'Teach low achievers'

One of the biggest scandals in education was the suggestion that any teacher worth his salt would only be found teaching the high fliers, the conference heard.

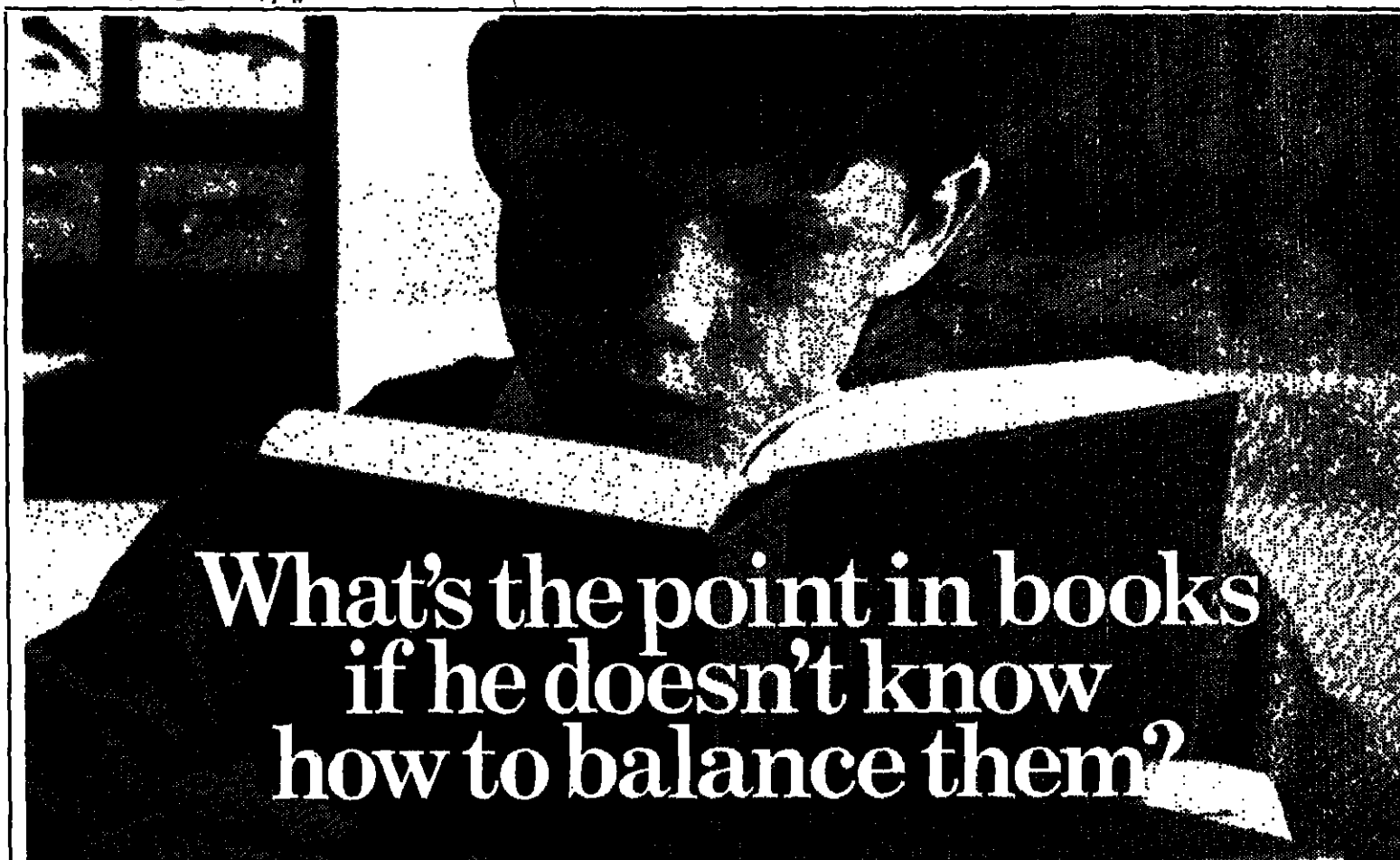
"I'd like to see our most skilful colleagues teaching the low achievers," said the Reverend John Bach, Dean of Residence, New University of Ulster, and a lecturer in criminology.

The independent system had shown a remarkable lead in not labelling children as failures.

Mr Bach, deputy chairman of the board of the Maze prison and a magistrate, said schools which did label children early as failures were fuelling delinquent behaviour later.

"Those who don't identify with the academic and middle-class values of the teacher form their own negative, oppositionist culture. This is the explanation for what we call non-economic crime." Some research had shown that this kind of crime actually went down in school holidays, Mr Bach said. There was no school to react against.

He welcomed the Assisted Places Scheme, but criticized it for giving the impression the schools were only concerned with the high fliers.



What's the point in books if he doesn't know how to balance them?

It's one of the sad facts of life; many of those who tend not to cope well with the pressure of modern living, lack one essential skill.

They can't cope with money.

And, the ability to handle money, like any life discipline, must be acquired early.

In other words, the process has to start in school.

That's why we've devised the Young Leeder Account. It's the first time a national institution like the Leeds has prepared a financial education programme of this quality for the under 18s. As a package it includes educational resource material, videos, and talks from experts in the financial field.

There are also two savings schemes designed around the practical discipline of regular saving. One of these is based on a passbook and intended for operation by senior pupils. (Not least among the scheme's attractions is the generous 6.75% interest rate.)

Of course, altruism isn't our only motive; the earlier we can acquire savers, the more likely we are to retain them.

But it's also our experience that savers who come to us as youngsters go on to become our most stable borrowers and investors.

If your school lacks a programme on money handling skills, fill out the coupon and we'll tell you more about the Young Leeder Account package. If children can't cope with money, they'll never cope with life.

Write to Paul Stallard, c/o Leeds Permanent Building Society, Permanent House, The Headrow, Leeds LS1 1NS.

Write to Paul Stallard, Leeds Permanent Building Society, FREEPOST, Permanent House, The Headrow, Leeds LS1 1NS.

Please tell me more about your Young Leeder Account package.

Name _____

School Name _____

Position _____

Address _____

the Leeds PERMANENT BUILDING SOCIETY

NEWS

THE BRITISH PSYCHOLOGICAL SOCIETY
Psychology Project Award
for Schools and Colleges

Entries are invited from Schools and Colleges for the Psychology Project Award that is offered each year by the British Psychological Society. Working in small groups or individually, sixth form students will be encouraged to carry out empirical projects of a behavioural nature having first received guidance from a local adviser in a nearby university or polytechnic. Students may complete their projects as part of a General Studies Science or other programme of studies including 'A' level Psychology. The prize for the best entry will consist of a certificate, and book tokens to the value of £100 will be awarded to both the group of students taking part and to the school or college they attend. A free booklet giving full details of the award, advice on carrying out the projects and the names of local advisers will be sent on request.



To: The British Psychological Society
St Andrews House
48 Princes Road East
Leicester LE1 7DR

Please send me the booklet on the Psychology Project Award and the list of local advisers.

Name

Address

The
LONDON
PHILHARMONIC
Choir

'One of London's brightest, most versatile instruments' *The Times*
Conductor: Richard Cooke

The London Philharmonic Choir welcomes new members to audition for its busy 1984/85 season. Programmes include Beethoven's 9th, Missa Solemnis, Brahms Requiem, Messiah, Janacek's Glagolitic Mass, Beethoven's Feast, Fauré Requiem, Rachmaninov 'The Bells', and works by Vaughan Williams, Berlioz etc. Conductors will include Klaus Tennstedt, Bernard Haitink, Richard Cooke, Jesus Lopez-Cobos, James Conlon etc.

If you have a good, but not necessarily trained voice, and would like to sing with some of the world's finest conductors in the Royal Festival Hall, please apply in writing to:

The Hon. Secretary,
701, Grenville House,
Dolphin Square,
London SW1.

(128)

Take a group of your pupils to a French/German family with
S.E.E.

Maximum educational interest and benefit. Pupils in families singly or in pairs. Free places and free time for teachers who also stay in families. Centres in Northern France (£85), Normandy (£90), Brittany (£90), Loire Valley (£90), Paris (£95), Grenoble (£95), Nîmes (£95), Limoges (£95). Groups of ten or more - prices shown are for 5 days 4 nights with two excursions. Variations possible.

S.E.E., 53 Church Street, Weybridge, Surrey KT13 8DJ.
Tel: 0932 40440.

ALTERNATIVES TO DISSECTION

Send £1.00 now

for the **REINCA** illustrated catalogue.

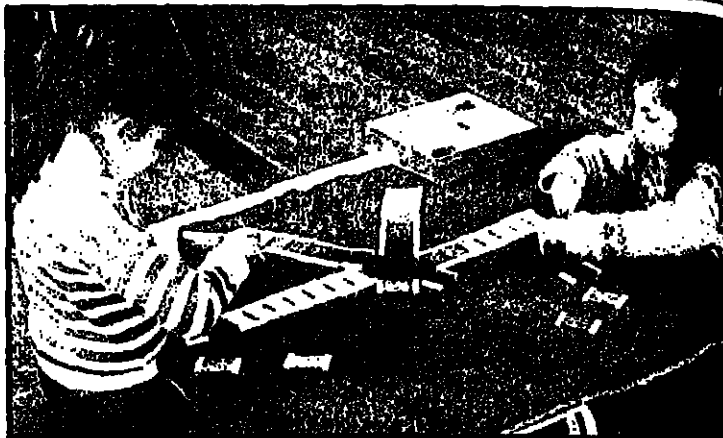
RSPCA Education Department (TES)

Causeway, Horsham

West Sussex RH12 1HG.



Walking the line... just as Montessori ordained

Top drawer
in the nursery

Virginia Makins looks at the Montessori nursery system fashionable among Sloane Rangers which may soon receive Royal patronage

Rumours that Prince William's first school will be a private Montessori nursery will come as no surprise to those familiar with the Montessori scene in London.

In the past few years, the one-year Montessori training has been a favourite with Sloane Rangers; you either do a Cordon Bleu course and cook lunches for merchant bankers, or you do Montessori, with a view to opening a nursery school.

The boom in Montessori - the system that pioneered graded learning through physical and practical activity - was undoubtedly boosted by the then Lady Diana. Her stint as an untrained assistant in a private nursery helped to make nursery teaching (without the sweat of a four-year course) highly fashionable.

The three main training bases in London are taking a much higher proportion of English students than they once did - many of them upper class girls.

In general, the boom is said to be pushing up academic standards on the course. Two of the three centres now ask English students for five O levels and one or two A levels. Diploma-holders can open schools with the Montessori label, even if they gained their qualification by correspondence course.

The Sloanes' favourite college - St Nicholas, in the heart of Kensington - is having a bumpy start to the term. Mrs Alice Feldhaus, appointed Director only last year, suddenly resigned. People who remember the feelings

of schism and heresy when the London Montessori Centre was founded six years ago may sense some philosophical dispute behind the resignation. In fact, it seems to have been for entirely personal reasons. A new director, Mrs Sheila Fitzgerald from the St Nicholas Centre in Dublin, is said to be taking over soon.

St Nicholas and the London Montessori Centre still keep their distance from each other. Both offer a popular one-year diploma course, a less well-subscribed advanced course (Montessori for 6 to 11-year-olds), and a correspondence course backed by practical workshops.

The London Montessori Centre has also branched out into a two-year child care course, for which it is seeking National Nursery Examination Board accreditation. It's an idea which should catch on: imagine the social cachet of a Montessori nanny. It is also typical of the dynamic and entrepreneurial founder of the LMC, Lesley Britton.

She did a Montessori course and went on to full teacher training after a parent asked her what she thought of Piaget, and she realized she knew no educational theory or practice except Maria Montessori's.

After the course, she taught at St Nicholas - but not everyone there accepted her view that some aspects of Montessori practice needed rethinking in the light of modern conditions and knowledge about young children. So she founded the new centre as a successful private company.

Meanwhile the Maria Montessori Training Association claims (in the politest possible way) to offer the only true Montessori training. It is part of the Association Montessori Internationale, founded by Montessori's son. Its literature says it "safeguards Dr Montessori's original contribution on behalf of the child against unnecessary changes." The AMI is particularly sceptical about the correspondence courses of the other centres.

"It hasn't been necessary to change Maria Montessori's philosophy and equipment," says Mrs Elizabeth Hood, chairman of the AMI Montessori Society. "People are only just catching up with what she said all those years ago."

All Montessori teachers, progressive and traditional, regret that Montessori in this country is so closely linked with the expensive end of the fee-paying sector. London Montessori nurseries, for example, charge about £200 for a mornings-only term. But while the training is not recognized by the DES, and costs up to £1,500 for a one-year diploma course, it is hard to see a way out of the "upper crust" image.

In practice, most successful London Montessori nurseries mix Montessori methods with other equipment and ideas. "You might be able to find a school where you can't hear a pin drop, and children are learning the botanical names of leaves, but most of us have

'come out'," said one teacher. But the Montessori element remains strong in many schools. Her equipment is, in general, scrupulously used as she planned and makes up the backbone of the nursery curriculum.

Children will be introduced to Montessori style to reading, writing, number, and subjects such as geography and history, starting with concrete experience and graduating to things like maps or landfill models far earlier than most schools would attempt.

They will use equipment which encourages touching, smelling and listening. They will do practical activities, dusting and cleaning. They are systematically taught to be self-sufficient not only in things like tying shoelaces, but also in organizing their own work and choosing what they do.

Most impressively, a proper Montessori teacher will never correct a child. If one comes to the conclusion that two and two make five, a teacher will say nothing. Instead, it will demonstrate the number equipment appropriate for his level again on another day. Eventually he will learn for himself that two and two make four.

Montessori experience when she recently became head of Basset House Montessori school for three to eight-year-olds, has been impressed by the results. "The basic equipment has wonderful logic, and children learn reading, spelling and arithmetic at a very early age - but without realising it, and without being pushed."

"Their independence and concentration is striking, and they really learn to make choices, and to be considerate of others. They are genuinely non-competitive, and it's only method I know that really cater for all abilities, the very busy, and the very slow."

Another teacher said: "It's a pity that the children spend so much time in the Montessori system. They move on at five to other schools when they're beginning to get the benefits of the Montessori system."



Princess Diana and Prince William Montessori bound?

15 levels of parentheses and 4 pending operations.

Rugged carrying case.

66 functions: everything necessary up to 'A' level.

Comprehensive manual written by maths lecturers.

Co-ordinate indicators keep track of calculations.

Tilted display - 11 digit accuracy.

AOS* indicators make calculations easier.

Clear, colour-coded key symbols.

2 year warranty - longer than any other calculator.

Smooth action, non-slip keys - the largest of any portable.

Dimensions: 87 x 152 x 15mm. Pocket-sized, desk-top too.

CONSTANT MEMORY

Everything you told us
a school calculator should be.
The TI-30 Galaxy.

You told us so much about how school calculators could be improved, it's not surprising the result is something totally different.

Our new TI-30 Galaxy is so different you could call it the Maths Machine.

Made to make maths easier. Made for today's

students and today's upper school courses. Made to last.

Unique Algebraic Operating System*

1 + 2 x (3 - 4) = ?

AOS*

If you haven't used a TI-30 Galaxy yet, try one. We think you'll find we've got it right. After all, we listened to the experts. You.

TEXAS INSTRUMENTS
Creating useful products and services for you.



* Trademark Texas Instruments

Arbitrators were 'nobbled', Jarvis claims

by Richard Garner

Teachers will be distrustful of arbitration in future because of the way this year's award was handled, Mr Fred Jarvis, general secretary of the National Union of Teachers, has warned.

Attacking the Government and local education authorities at last week's TUC conference in Brighton he told delegates: "Not only did they delay arrangements for arbitration so that the hearing took place two months after the agreement to go to arbitration - they set out to nobble the arbitrators."

"There were attempts to manipulate the arbitration panel by blackballing two of the three original nominees for the chairmanship, the two most experienced," he added.

His accusation stems from the fact that the local authorities took two weeks to respond to a request from Acs, the government's advisory, conciliation and arbitration service, to list three possible chairmen of the arbitration panel in order of preference.

Eventually, they put forward their favoured candidate, but refused to rank two of the three, Professor Sir John Wood, chairman of the central arbitration committee, and Professor Laurence Hunter, both of whom had presided over previous arbitration hearings.

At the time, the local authorities said they had taken two weeks because they had had to discuss the arbitration arrangements with the Department of Education and Science.

Mr Philip Merridale, leader of the management panel, denied there had been any delay and denied that favouring one of the three meant that they were dismissing the other two out of hand.

Acs finally produced a new list of five names, and Professor Eric Armstrong, formerly of Manchester Business School, was selected.

Mr Jarvis said: "The whole procedure has served to make teachers bitter and frustrated and profoundly distrustful of the whole apparatus of arbitration."

"There will be few teachers who will be in any way happy about the outcome of the award. In no way does it go to meet their just claim."

If the profession had a comparability mechanism as the Houghton inquiry had recommended ten years ago, he said, pay would never have slipped 31 per cent behind the 1974 recommendation.

Delegates supported a motion which condemned as a "charade" the Government's professed support of non-interference in collective bargaining in the public sector and accepted the role that appropriate comparability or indexing machinery can play in halting the decline of workers' purchasing power.

The new pay scales											
Primary and secondary teachers											
Scale 1			Scale 2			Scale 3			Scale 4		
Old	New	Old	New	Old	New	Old	New	Old	New	Old	New
0	5178	5442	5949	6252	7359	7734	8714	9201	10137	10636	11031
1	5418	5684	6474	6787	7817	8004	9132	9587	10497	10987	11382
2	5658	5924	6714	7027	8057	8244	9372	9827	10737	11227	11622
3	5898	6164	6954	7267	8297	8484	9612	10067	10977	11467	11862
4	6138	6404	7194	7507	8537	8724	9852	10307	11217	11707	12102
5	6378	6644	7434	7747	8777	8964	10092	10547	11457	11947	12342
6	6618	6884	7674	7987	9017	9204	10332	10787	11697	12187	12582
7	6858	7124	7914	8227	9257	9444	10572	11027	11937	12427	12822
8	7098	7364	8154	8467	9497	9684	10812	11267	12177	12667	13062
9	7338	7604	8394	8707	9737	9924	11052	11507	12417	12907	13302
10	7578	7844	8634	8947	9977	10164	11292	11747	12657	13147	13542
11	7818	8084	8874	9187	10217	10404	11532	11987	12897	13387	13782
12	8058	8324	9114	9427	10457	10644	11772	12227	13137	13627	14022
13	8298	8564	9354	9667	10697	10884	12000	12457	13367	13857	14252
14	8538	8804	9594	9907	10927	11114	12240	12697	13607	14097	14492
15	8778	9044	9834	10147	11177	11364	12492	12947	13857	14347	14742

Further education staff											
Further education staff											
Scale 2S			Scale 3S			Scale 4S			Scale 5S		
Old	New	Old	New	Old	New	Old	New	Old	New	Old	New
0	8638	8975	8142	8656	8142	8656	8142	8656	8142	8656	8142
1	8878	9215	8382	8896	8382	8896	8382	8896	8382	8896	8382
2	9118	9455	8622	9136	8622	9136	8622	9136	8622	9136	8622
3	9358	9695	8862	9376	8862	9376	8862	9376	8862	9376	8862
4	9598	9935	9102	9616	9102	9616	9102	9616	9102	9616	9102
5	9838	10175	9342	9856	9342	9856	9342	9856	9342	9856	9342
6	10078	10415	9582	10096	9582	10096	9582	10096	9582	10096	9582
7	10318	10655	9822	10336	9822	10336	9822	10336	9822	10336	9822
8	10558	10895	10062	10576	10062	10576	10062	10576	10062	10576	10062
9	10798	11135	10302	10816	10302	10816	10302	10816	10302	10816	10062
10	11038	11375	10542	11056	10542	11056	10542	11056	10542	11056	10062
11	11278	11615	10782	11296	10782	11296	10782	11296	10782	11296	10062
12	11518	11855	11022	11536	11022	11536	11022	11536	11022	11536	10062
13	11758	12095	11262	11776	11262	11776	11262	11776	11262	11776	10062
14	11998	12335	11502	12016	11502	12016	11502	12016	11502	12016	10062
15	12238	12575	11742	12256	11742	12256	11742	12256	11742	12256	10062

Heads seek review of Burnham structure

Heads are meeting Sir Keith Joseph, the Education Secretary, next month with a view to urging him to review the structure of the Burnham Committee, which negotiates teachers' pay.

Leaders of the 4,100-strong Secondary Heads Association will urge him to take up one of the recommendations in the arbitration report by Professor Eric Armstrong, which suggests the establishment of an independent pay review body to establish a more consistent kind of framework for negotiations.

However, it is unlikely that the Government will view the idea favourably in the light of recent evidence from existing pay review bodies which shows they have recommended increases well in excess of the 5.1 per cent arbitral award to teachers.

According to the magazine *Public Money*, four pay review bodies have this year recommended rises of between 6 and 10.7 per cent.

ENGINEERING CAREERS INFORMATION THE STATE OF THE ART

THE WORK EXPERIENCE GUIDE

from school to work

A unique and comprehensive 34 page guide which also enables a complete record to be kept of what young people do on their work experience programmes.

on their work experience programmes.

of great use in helping careers advisers and industrialists to develop and improve their existing work experience programmes.

THE CHANGING TECHNOLOGY PROJECT

This participative slide project is designed to stimulate group discussion and individual ideas about technological change in the Engineering Industry. Used successfully with students of young people and careers officers, teachers etc. its main role is in helping young people to discover the changing career opportunities due to advancing technology, and to appreciate the role of technology in everyday life. Guide notes are included.

To: EITB Publications, PO Box 76, Stockport, Cheshire SK4 1PH

Please send me copies of the following:-

☐ The Work Experience Guide (CL67) at the price of £1.50 single copies or 20 copies for £10.12 (CL97).

☐ The Changing Technology Project (CL69) at the price of £1.50 single copies or 10 copies for £10 (CL99).

☐ Mathematics and Engineering (CL54) at the price of £2.00 single copies or 25 copies for £50 (CL90).

I enclose my remittance for £..... (cheques made payable to EITB Publications)

Name.....

Address.....

British Engineering

FE award may lead to new talks

by Diane Spencer

The employers' side of the Burnham further education committee are hoping that last week's arbitration award will pave the way for a new round of talks on pay structure and conditions of service.

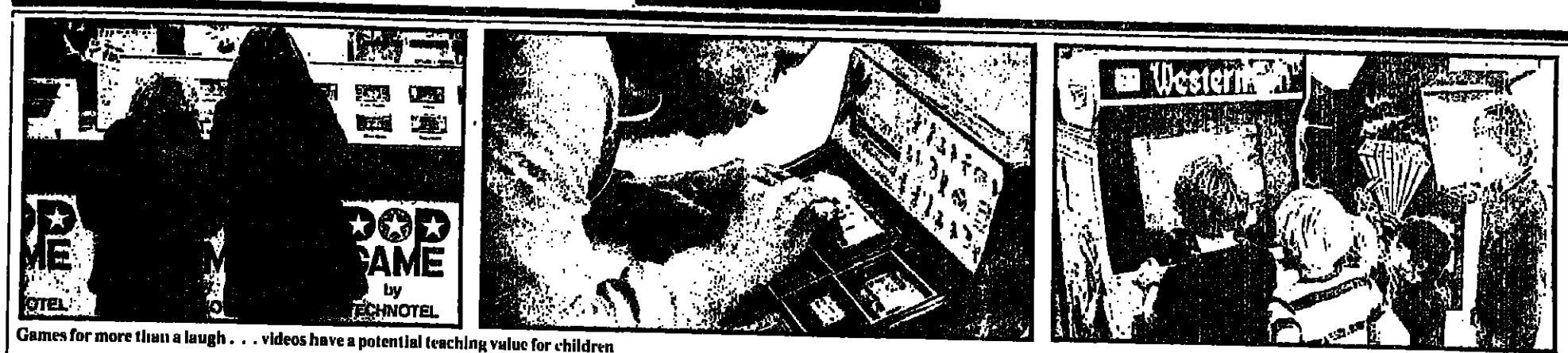
Following the award of 4.6 per cent, plus £330 for those at the top of the lowest scale, Mr John Pearman, chairman of the panel, said: "I am pleased that we are now in a position to make some progress with these issues."

He added that he was pleased that the arbitration report recognized the tremendous amount of goodwill and commitment that FE employers and unions had shown, in contrast to the bitter atmosphere of the primary and secondary negotiations.

Mr Peter Dawson, general secretary of the National Association of Teachers in Further and Higher Education, was disappointed but not surprised by the award.

He pointed out that NATFHE had never believed that arbitration provided a magic answer. "I regret that the findings of this panel confirmed our judgement."

Further education staff											
Further education staff											
Scale 2S			Scale 3S			Scale 4S			Scale 5S		
Old	New	Old	New	Old	New	Old	New	Old	New	Old	New
0	8638	8975	8142	8656	8142	8656	8142	8656	8142	8656	8142
1	8878	9215	8382	8896	8382	8896	8382	8896	8382	8896	8382
2	9118	9455	8622	9136	8622	9136	8622	9136	8622	9136	8622
3	9358	9695	8862	9376	8862	9376	8862	9376	8862	9376	8862
4	9598	9935	9102	9616	9102	9616	9102	9616	9102	9616	9102
5	9838	10175	9342	9856	9342	9856	9342	9856	9342	9856	9102
6	10078	10415	9582	10096	9582	10096	9582	10096	9582	10096	9102
7	10318	10655	9822	10336	9822	10336	9822	10336	9822	10336	9102
8	10558	10895	10062	10576	10062	10576	10062	10576	10062	10576	9102
9	10798	11135	10302	10816	10302	10816	10302	10816	10302	10816	9102
10	11038	11375	10542	11056	10542	11056	10542	11056	10542	11056	9102
11	11278	11615	10782	11296	10782	11296	10782	11296	10782	11296	9102
12	11518	11855	11022	11536	11022	11536	11022	11536	11022	11536	9102
13	11758	12095	11262	11776	11262	11776	11262	11776	11262	11776	9102
14	11998	12335	11502	12016	11502	12016	11502	12016	11502	12016	9102
15	12238	12575	11742	12256	11742	12256	11742	12256	11742	12256	9102



Games for more than a laugh... videos have a potential teaching value for children

Why this medium has a message

Video games are now being seen as a way of imparting complex skills to children. Virginia Makins reports

Children who play video games learn complex skills that no other medium can promote - and the learning carries over to unfamiliar situations.

The skills involved in video games are just one aspect of the kinds of learning that electronic media can foster. A book by Patricia Marks Greenfield, professor of psychology at the University of California, Los Angeles, published yesterday, describes the benefits and drawbacks of television, computers and print.

Professor Greenfield has carried out research into the transfer of the skills involved in video games. She says the games involve rapid processing of different bits of information and assessment of the effects of the way they interact.

Professor Greenfield believes that it is time we demoted print and oral language from their privileged position in schools, and gave more time to television and computers.

Print and talk (including radio) are particularly good for teaching children to reflect, generalize, and use language accurately. They are the best way of promoting imagination, and conveying inner thoughts.

Television helps children to learn about active processes, and is good at conveying emotion and feelings. It's a more powerful medium than print - even adults remember television pictures when they've forgotten words.

Both TV and video games help teach important visual and spatial skills (which those taught by traditional methods are often very bad at), and foster the ability to process a lot of different information at once. Computers are so flexible they can be used for information and as educational tools in many ways: their great strength is that they are interactive and can be programmed.

All the new electronic media are very powerful at motivating children - and studies show that all children can often learn better from them than they can from reading and listening.

Professor Greenfield argues that greater use of new media in education would have a democratic effect. It would not get rid of cultural and social gaps - but the research suggests that it could significantly improve average educational standards.

She says: "We have to face the fact that people will no longer be as specialized as they once were at processing print. But they will have other cognitive and information processing skills."

She believes: "The media are synergistic - when you use them together, they have a multiplier effect on each other." It's well known, she argues, that films encourage children to read the books they are based on - and word processing is now leading them to write better and more fluently.

She is not, she says, a "media Pollyanna". The bad effects of television on children are now proved beyond doubt. "There is masses of research and the pattern is clear - violent TV desensitizes children to the effects of violence and makes them more aggressive."

Violent video games have similar effects - but children are just as happy playing non-violent games, when they provide the same scope for skill and control.

There is also evidence that children can be taught to be more critical consumers of television. The key is to turn them from passive into active viewers.

Research shows that adult comments by teachers or parents when watching television can do a lot to influence children's responses to violence, or social stereotyping.

Giving children real-life experience of things that appear in distorted or stereotyped ways on television can also help to reduce the influence of TV.

Children can be taught to be critical about television programmes and commercials. Teaching them about the techniques used in television has been shown to lead them to watch programmes of higher quality.

Indeed, Professor Greenfield argues that teachers can have more influence than parents on encouraging children to watch good programmes, and making them more critical TV consumers.

Classroom discussion of programmes is a powerful influence, and so are teachers who are knowledgeable about programmes, make recommendations to children, and even set television programmes as homework.

In the US it's hopeless to try to change commercial TV, says Professor Greenfield. So the question is: what can the average teacher and parent do to raise the level of children's discrimination? She believes that teachers in particular can do a great deal.

Mind and Media by Patricia Marks Greenfield. Fontana £2.50.

Hang on for the great new escape route

This is to introduce Sesame Travel. The new name in school travel, backed by National Bus and National Holidays.

The tours are refreshingly imaginative, and remarkably economical. Especially since they offer a new value for money approach to group size, deposits and the hidden 'extras'.

All of which is fully explained in our new brochure.

If you'd like to receive a copy, clip the coupon.

We're sure you'll find it worth the wait.

Please send me a copy of the Sesame Travel brochure.

NAME.....

POSITION.....

ADDRESS.....

(17/9/84)

Sesame Travel

FREEPOST * 237/239 Oxford Street, London W1R 1AB

or phone 01-439 9367.

Pioneer schools have been selected to launch the reform of Northern Ireland's system. Hilary Wilce reports

Curriculum overhaul will loosen exam grip

A province-wide exercise to revamp fundamentally the secondary school curriculum in Northern Ireland is being launched this month.

The programme is intended to update a secondary school education that has remained essentially unchanged for almost 40 years. The aim is to loosen the iron grip of examinations on the system, and to equip school leavers better for the demands of modern life.

Half a million pounds of educational funds have been added to the province's £560m education budget for the programme this year, and the figure is to be doubled next year.

Forty seven schools, which reflect the variety of Northern Ireland's secondary schools, have been selected to launch the programme. They include grammar and secondary controlled schools and maintained schools in urban and rural areas in all five local authorities.

However, the project is seen as a rolling programme which will involve all the province's 260 secondary schools within the next five years.

The schools have been chosen - from 79 who applied to take part - on the basis of their proposals for broad-based curriculum development. Each will get between £5,000 and £10,000 a year for five years, to be used in any way that will directly benefit pupils in

the classroom. They will also get one substitute teacher day per full-time teacher a year.

An 11-strong programme team will advise schools and monitor progress, assisted by senior teachers on secondment.

Mr Tom Shaw, staff inspector in charge of secondary schools at the Department of Education for Northern Ireland, said that most schools would be involved initially in whole school reviews. Some had said they were particularly interested in specific areas such as the transition from primary school, or pastoral care, but he did not expect initiatives concerned with individual subjects to begin to emerge for at least a year.

There is widespread agreement on the urgent need for curriculum change in Northern Ireland, despite parents' continuing strong support for the traditional grammar school education.

Mrs Christine Jendoubi, in charge of the programme at the DENI, said the initial push came from Department pressure from schools for an updated curriculum.

"The original idea was to do something for the low achievers - the yobs who hang around street corners and have no respect for authority and are virtually unemployable, if you like," she said. But the idea spread to include

the better pupils, who were also deprived by having to follow a narrow and academically-oriented curriculum.

"The main point is that we wanted to raise the quality of our school leavers. We really weren't satisfied with the standard, in all kinds of ways."

The moves to push curriculum development to top educational priority have had the full backing of Mr Nicholas Scott, minister responsible for education in Northern Ireland.

However, teacher associations are apprehensive about the additional duties likely to fall on teachers. Mr Tom McKee, regional officer for Northern Ireland for the National Association of Schoolmasters/Union of Women Teachers, said the association fully backed the need for curriculum development.

"The association, however, is sceptical of specific initiatives introduced without prior consultation with the unions and will demand firm assurances regarding the use of substitute teachers and other conditions of service before it gives the pilot project its full blessing," he said.

Part of the programme will involve examining curriculum initiatives in England and Wales. A pilot project on pupils' records of achievement is also planned to run alongside the curriculum development programme.

Positively, Mr Sunshine

Richard Garner meets SHA's new president, who thinks it is time to boost morale in the service



Derek Dutton... looking on the bright side.

Britain's newest teachers' leader has set himself a daunting task at the beginning of his year of office: injecting a sense of fun and humour into the education world.

Mr Derek Dutton, who has just succeeded Miss Florence Kirkby as president of the 4,000-strong Secondary Heads Association, is a jovial man who hopes to dispel some of the gloom and despondency in the profession at the moment.

He takes office at a time when most teachers' unions are bitterly disappointed with the 5.1 per cent arbitration award announced last week and believe this summer's strikes may well be followed by a winter of discontent in the classroom.

Mr Dutton has experience of the whole spectrum of secondary schooling, having taught in an independent boarding school and a maintained grammar school before he became headmaster of Richmond Grammar School in North Yorkshire 22 years ago.

In 1971, two grammar schools amalgamated and joined a secondary modern school to become a co-educational comprehensive school. He took over the helm, and now has 1,500 pupils as well as girls' and boys' boarding houses.

He has been active in SHA for several years now, and spent three as chairman of its legal and Parliamentary committee before taking on the role of President.

"I do hope we can concentrate in this coming year on what is positive," Mr Dutton said. "I think there is a heck of a lot of good teaching going on in our schools."

"I'd like instead of rehearsing so many tales of gloom and doom for us to concentrate on our positives - and put a bit of humour and joy into our jobs. Having said that, I hope I might exemplify that during my year of office."

But as Mr Dutton sets out to bring fun to his new office, growing numbers of his colleagues are taking premature retirement to escape the increasing stresses and strains of the life at the top in secondary schools.

Indeed, before this term was more than a few days old, his general secretary, Mr Peter Snape, was dealing with a case of one member seeking to retire with a breakdown pension.

In his own school, he says, he found his staff unsettled at the start of the new term, not only because they had still not heard of their pay award and were restarting industrial sanctions, but also because of the low value placed on their work by their employers, the government and society.

"They wanted to get into the new year with all the enthusiasm they could muster," he said. "For instance, there was one teacher, aged 31, head of classics, who really ought to go on three months leave because of an

operation - but he said he didn't want to go because of the new curriculum developments he was involved in.

"But, at the same time, there is still at the back of their minds the fact that they don't know what their union might instruct them to do later on - there's a tremendous feeling of split loyalty."

He acknowledged an association colleague's suggestion that staff would quite readily obey any instruction because of the way they had been treated. "They have been massively undervalued," said Mr Dutton.

Mr Dutton also acknowledged that the message in schools was being exacerbated by the pay award, adding: "It's the sort of thing that will make them say 'oh, gosh - there's a meeting with parents tonight and I'd love to go, but perhaps I ought not to just to make my point'."

Despite this - or perhaps because of it - he still feels schools should go on the offensive and publicize their good points, perhaps in the process forcing local and national politicians to think again about the way they value those in the education service.

"I watched the 10 o'clock news last night, and it was all about fires, deaths and strikes. We tend to be concentrating on that side of things in education, too," he said.

"Yet there is so much being done in my own school and all the schools of SHA which is absolutely world doing. For instance, during August, some of my own teachers were in Austria with a school canoeing party. "There is an awful lot going on that is very, very creditable and we're likely to lose perspective if we're not careful."

Mr Dutton, who is married to a nurse and has three children and one grandson, may well find it needs more than just a positive approach and a sense of humour to boost morale throughout the education service during the coming months. He intends to try, however.

Choice for the musical

A group of parents in Gorleston-on-Sea, Norfolk, have won their fight with the education authority to send their musically gifted children to the secondary school of their choice. The appeals

panel reconsidered their case and decided that they could go to Lynn Grammar School, which has a strong musical tradition, instead of Claydon High School.

ALBSU wins award

The Adult Literacy and Basic Skills unit has been awarded an honourable mention in the 1984 UNESCO Literacy prizes announced last week.

It is unusual for an industrialized Western country to receive an award. This year prizes will go to Cuba, China, Mexico and Turkey.

8 ways to keep the "Class of '85" interested from the UK's largest school tour operator.

When you are the largest and most successful operator of Study Tours, Educational Visits, Sports Courses and Mini Breaks to Europe, it's not difficult also to be the best. In variety. In quality. And, most of all, in value.

We have the experience and the expertise to organise the ideal tour for your school in 1985. And our brochure prices are guaranteed - the price you see is the price you pay.

1 FRANCE '85

The largest programme of specially designed school tours to France, featuring new rail tours to Paris as well as our traditional coach/ferry tours to all the most popular areas. Plus, there's our new free "In France" work-book. Free group pick-ups from your school.

2 EUROPE by Coach & Rail '85

An even wider choice of classical favourites - Holland, Belgium, Germany, Scandinavia, Austria, Switzerland, Italy and Spain - and, new for '85, Czechoslovakia. Plus two new European Travel Project Books, "The Mediterranean Environment" and "In Europe". Group pick-ups free from your school.



SCHOOLS ABROAD LTD

3 EUROPE by Air '85

A new range of bargain priced air tours to 11 different countries, including Russia, Israel and Egypt, plus a series of exciting Mediterranean cruises. Featuring free group transportation to the airport - Gatwick, Stansted or Luton. Plus a free excursion as part of our special Spring Saver budget air tours.

4 SPORTSBREAKS '85

A superb selection of sports tours to 7 countries. Indoors or outdoors... from gymnastics, squash and badminton to soccer, tennis and windsurfing. Even glacier skiing. Coaching, tournament courses and matches against comparable European opposition can all be included.

5 FRANCE Residential Language Courses

A choice of 7-day residential courses with a tutor, in a selection of the most attractive and historic parts of France. "Assignment France" is designed for pupils in their 2nd or 3rd year of French studies. "Semaine Francaise" for 4th & 5th year pupils. Our free "Project France" publication and stimulating worksheets are all provided.

6 GERMANY Residential Language Courses

A brand new "Assignment Germany" residential course in the Rhineland, for all pupils up to 'O' Level - specially designed to give them confidence in and a wider understanding of the language and people.

Schools Abroad Group
Grosvenor Hall, Bolnore Road,
Haywards Heath, West Sussex RH16 4BX

Telephone: (0444) 414122 Telex: 877156
Air Travel Organisers Licence No 1068

A programme of visits, excursions and "out-and-about" assignments are organised by our resident tutor.

7 EUROPE Geographical Field Studies

Our ever-popular field trips to Switzerland, France and Holland, each with its own characteristic environment. Visual aids, teachers' manuals and pupils' packs are all provided.

8 FRANCE Daybreaks

The opportunity for pupils to acquire first-hand experience of the French life and language on a day trip to Calais, Boulogne or Le Touquet. Everything is looked after, from pick-up to returning home - plus free places for every ten paying members.

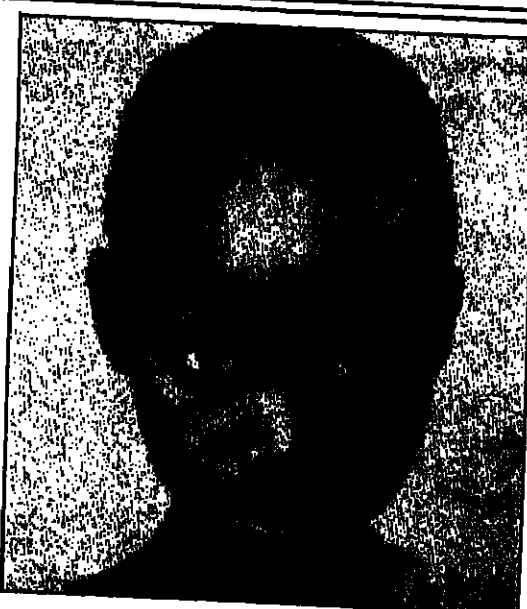


I would like more information about:

- | | |
|---|---|
| ☐ FRANCE '85 | ☐ FRANCE Residential Language Courses |
| ☐ EUROPE by Coach & Rail '85 | ☐ GERMANY Residential Language Courses |
| ☐ EUROPE by Air '85 | ☐ EUROPE Geographical Field Studies |
| ☐ SPORTSBREAKS '85 | ☐ FRANCE Daybreaks |

Name _____
School _____
School Address _____
School Tel No. _____
Home Tel No. _____

Mwende is 8. She now has the chance of a brighter future. You.



Mwende Kamana lives in a small rural village in Kenya. Her father is dead. And her mother tills the dry, meagre soil in a struggle to feed her 8 children. She desperately wants Mwende to go to school, and to have the chance of a better life. You can give her that chance. Through ActionAid's Child Sponsorship Programme.

As an ActionAid sponsor you give direct, continuing help to an individual child in a poor community. Sponsors give £7.92 a month - every penny of which is spent overseas to benefit the children in their communities. It's not much - the cost of a newspaper or a small loaf of bread a day. But it's all that's needed for ActionAid to provide a child with

an education and practical training for a more self-reliant future.

When you sponsor a child in need you'll know his or her name. You'll have a photograph to keep. And you'll receive regular news of his or her well-being and of the essential work being done to improve life for the whole community. Moreover, you'll know you are helping a child, a family and an entire village toward a more secure and productive future.

So please, cut out the coupon below and post it today. Your help will make a world of difference to a child like Mwende. Isn't that worth £7.92 per month?

ActionAid, 208 Upper Street,
London N1 1RZ.

Name _____
Address _____
Postcode _____
Telephone _____

ActionLine: For further information on sponsorship phone 01-226 9440, anytime today.

ActionAid
Change a child's world... Become a Sponsor

You can give another child that chance...

Send to: The Rt. Hon. Christopher Chataway, Hon. Treasurer, ActionAid, Dept. 06900, c/o Midland Bank plc, Box 1EC, 52 Oxford Street, London W1A 1EG.

☐ Please send me details of one child who needs my help. I enclose £7.92/96 as my first month's year's contribution.

(*Delete as applicable)

☐ I cannot sponsor a child immediately but enclose a gift of

£200 ☐ £100 ☐ £50 ☐ £25 ☐ £10 ☐ £5

☐ Please send me further details on sponsorship.

(Tick appropriate box)

Important: All cheques and postal orders should be made payable to ActionAid. Thank you.

**STAFFROOM
CROSSWORD
COMPETITION**
PRIZES WORTH
OVER £3,000

PRESENTED BY
THE TIMES

Educational Supplement



**COLLINS
DICTIONARIES**

*Make sure you see
THE TIMES
EDUCATIONAL SUPPLEMENT
NEXT WEEK!*

A Project for Schools

LEPRA's classroom aid, *A Project for Schools*, provides the primary and middle school teacher with information and visual aids on a developing country (Malawi) which will form the basis for a class or whole school to draw comparisons with their own environmental experiences.

'Good potential for integration with other material'

The project, in its own plastic wallet, includes eight pages of colour photographs, and two colour posters, in addition to text and informational material.

With a central theme which creates opportunities to introduce all aspects of the curriculum, *A Project for Schools* is offered with backup, and is available, price £3.00 (postage inclusive) from:

LEPRA
Fairfax House,
Causton Road,
Colchester CO1 1PU

DERON ELECTRONICS



A young conference visitor gets "hands on" experience of a new educational toy.

Micros offer new hope to disabled

by Iain Thorburn

Children with special learning difficulties could reap substantial benefits from the introduction of new technology, an international conference on education was told last week.

Ms Francine Bonnier, a Canadian research psychologist, said that children who were withdrawn, aggressive and passive had become self-confident, communicative and independent through learning to use computer materials.

Eventually the stage was reached where the children in her study group talked about the computer language, LOGO, in the playground. "I've never heard children talking about maths or French in the playground," she told the Edinburgh conference. In some instances the project even gave deaf children opportunities to teach hearing children, and adults.

However, there were also warnings from educationists not to get carried away with the advantages of new technology, or, in the words of Kor Klazas, of Arnhem, to "replace charity with chips".

Mr Pat Daunt, head of the European Commission's Bureau for Action in Favour of the Disabled, said the four-day conference had offered ample proof that new technologies could

help almost all kinds of disabled people in all aspects of their lives.

As a former comprehensive head, he was heartened by the acceptance of the need for innovation - and a lively enthusiasm that was also "more self-critical than many of us experienced in education in the 1960s."

The key issues he identified were: the need to increase cooperation between all agencies concerned, at all levels; to increase the active participation of the disabled in the design, development and evaluation of aids; to reduce costs by standardizing wherever possible; to review continuously the accessibility of education and training; and to overcome the apprehension and prejudice of staff through training.

Mr Allan Stewart, Minister for Education and Industry at the Scottish Office, closing the conference, welcomed the informal moves to set up an international working group that would develop a strategy for co-operation. The European Commission could perhaps advise on the most appropriate forum, he said.

The conference was opened by HRH Princess Anne, Mr Stewart, and Mr Kenneth Baker, then Minister for Industry and Information Technology.

Investigation into sex bias in science sought

by Jane Pickard

A call for more research into sex bias in science teaching has come from the National Council of Women of Great Britain.

In a letter to Sir Keith Joseph, Education Secretary, the council this week argued that the ending of projects such as Girls into Science and Technology and Girls and Technology Education left a gap which urgently needed filling.

The letter, from Mrs Jean Viall, the council's president, asked Sir Keith what steps his department was taking to instigate and fund such research.

Mrs Viall pointed out that Sir Keith's Association last November quoted facts and figures which showed a great deal more work was needed to improve girls' performance in science and mathematics.

In particular, he agreed that such work should include awareness of sex bias in teaching methods and textbooks, changes in the curriculum and new social attitudes, both in schools and in the outside community, but he has not so far authorized further research in these fields.

Some further research is, however, being funded by the Equal Opportunities Commission. It is giving £3,700 to Dr Jan Harding, of the Centre for Science and Mathematics Education, at Chelsea College, London, to investigate the ways in which schools encourage girls to study physical sciences and technology.

It is also providing £11,398 for John Peter French and Jane French, of the College of Ripon and York St John, to look at equal treatment of the sexes in the infant classroom.

Independent pupils clear university entry hurdle

Applicants from independent schools were more successful than others in getting into university last year, because their A level results were better, according to figures published by Universities Central Council Admissions (UCCA).

Some 54 per cent of the 23,700 applicants from independent schools in 1983 managed to obtain a place, compared with an average success rate of 45 per cent for all 157,000 applicants.

They were followed by candidates from the remaining grammar and technical schools, 51 per cent of whom got in, and from sixth-form colleges, at 48 per cent were successful. A small proportion of candidates from comprehensive schools (43 per cent) got a university place, but the least successful group were those applying for further and higher education, with only one in three got in.

UCCA points out, however, that percentages accepted with a given level score were not markedly different whatever the type of institution attended. The same applies to different success rates of the various social classes. A higher percentage of candidates from the higher class were accepted but they obtained better results at A level.

Last year, candidates from professional and similar backgrounds accounted for 21 per cent of the applying and 23.5 per cent of the accepted. The figures show very little change in these proportions since 1981.

Average A level scores of the successful candidates have risen substantially in all subjects since 1981, reflecting increasing difficulty of winning a place, UCCA says. Last year, as usual, those applying to study medicine had the highest average score of 13.2 points followed by 12.5 for candidates wanting to study combinations of biological and physical sciences. (On the calculation that an A grade = 5 points, B = 4 and so on down to an E grade = 1 point).

The lowest average scores were in biology (9.7), psychology (9.7) and sociology (8.6). The average score has risen by more than one point, from 9.1 to 10.9, since 1981.

Applications from some overseas countries have dropped dramatically over that period. 779 candidates applied from Zimbabwe in 1981, compared with 101 last year, and there were also substantial drops in numbers applying from Malaysia, Iraq and Jordan. But the numbers from Europe and Hong Kong have risen significantly.

Statistical Supplement to the Twenty-first Report 1982-83, price £3.00 from UCCA, P.O. Box 28, Cheltenham, Glos. GL50 1HY.

Courses

Wolsey Hall Oxford DEGREES GCE & BTEC

Guided home study courses for:
London University:
LLB, DSC, BA (English, French, History), BD, Dip Ed.
GCE O and A level 35 subjects
BTEC approved courses for:
National Certificate
Programming Course in BASIC
Essential Study Skills and Effective Thinking Courses
Edward de Bono

For free booklet write stating subject of interest to:
Frank Fisher CBE, MA, MA,
Dept BB2, Wolsey Hall,
FREEWAY, Oxford OX2 6PA
Tel: 0865 54231 (24 hours)

CAN YOUR EDUCATIONAL COMPUTER LOOK THE WORLD IN THE EYE?



Basic computer education is all very well. But today, there's only one educational computer system specially designed to take students all the way from simple classroom exercises to sophisticated commercial applications such as accounting, engineering design and word-processing.

THE RML 480Z MORE SOFTWARE FOR TRAINING AND EDUCATION

The 480Z is more than a simple beginner's computer. In fact, it uses the same powerful CP/M operating system as many popular professional machines.

This gives it access to the world's largest library of commercial and educational software.

So as well as teaching young people how computers work, it will train them how to work with computers.



COST-EFFECTIVE AT EVERY LEVEL

As a stand-alone machine the 480Z costs a little more than its nearest competitor.

But educational computer systems rarely stop at one stand-alone machine. With the new Shared-Disc System in a four-user configuration, for instance, the 480Z can save up to 40% of costs over four comparable stand-alone systems.

The benefits are even greater with the powerful 480Z CHAIN network. Your computer system is an important investment. Look at RML before you buy. For further details, contact Tina Davies at this address:

RESEARCH MACHINES
MICROCOMPUTER SYSTEMS

Sales Office: Mill Street, Oxford.
Tel. Oxford (0865) 249866

B4

Rural staff
'not isolated'

Teachers are more likely to suffer from professional isolation in large comprehensives than they are in small rural schools, a researcher from East Anglia told the conference.

Mr Alan Sigsworth said the architectural idiosyncrasies of their Victorian buildings increased the chances of teachers seeing each other's work.

But the major problem of small schools was sustaining breadth and quality in the curriculum. One teacher told Mr Sigsworth: "I get to the stage where I feel like a magician pulling rabbits out of a hat."

His study was based on three schools. Two had three teachers and the third had two.

Mr Sigsworth recommended radical re-thinking of approaches to in-service training to combat the problem of broadening the curriculum.

Susannah Kirkman reports on the annual conference of the British Association

Soccer violence
linked with fear
of scientific world

Radical reforms in science education are urgently needed if pupils are to understand science instead of fearing it, according to Dr Malcolm Frazer, Professor of Chemical Sciences at the University of East Anglia.

Soccer hooliganism, drug-taking and other forms of "irrational" behaviour by young people could be a reaction to their fear of the modern world of science, he said.

Speaking at the annual conference of the British Association for the Advancement of Science at the University of East Anglia, Dr Frazer said there was a danger of creating two societies: "One set of people who have an understanding of science and who can appreciate the ways in which science and technology are affecting

their lives... and the others with no proper appreciation, (who) feel they are being manipulated, resent this and even become afraid."

Science courses had to be relevant to the needs and interest of children, Dr Frazer insisted. He criticized the highly didactic style of some science teachers and argued that a problem-solving approach based on pupils' real-life experiences would be more appropriate.

He also said many experiments were too difficult for pupils to perform successfully, and that failure further discouraged and confused children. A typical experiment might require 14-year-olds to carry out four different laboratory tasks, make observations and record results, as well as under-

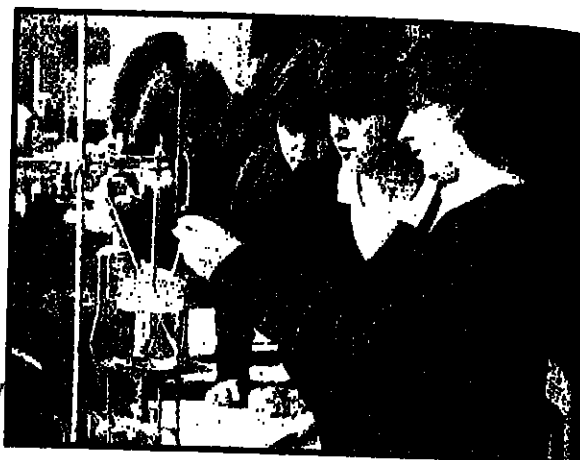
stand the scientific concepts involved. Teachers should look very closely at the purpose of the experiment and should allow pupils to practise any new skills they might need beforehand, said Dr Frazer. Pupils would learn more from a few experiments which worked than from many which did not.

To achieve the ideal of a balanced science education for all 11 to 16-year-olds, a massive in-service training programme for science teachers would be necessary, Dr Frazer said. Serving teachers needed to find "renewed vigour and confidence to make

changes in how they help our people to learn."

Science courses in higher education should also aim to develop skills rather than the ability to remember facts, said Dr Frazer.

And scientists had a duty to inform the public about their work in language that the layman could understand. Public opinion could be a vital factor in solving problems such as nuclear proliferation, pollution and establishing priorities for health care, but only people understood the issues at stake he said.



Many pupils are discouraged by difficult experiments

More humane assessment techniques advocated

Graded tests and pupil profiles should be used to break the "cycle of deprivation," according to Mrs Jo Mortimore, an educational researcher with the Inner London Education Authority.

A less competitive system of assessment would allow more pupils to be successful and save them from being scarred by failure.

Research showed that the chances of a pupil from a working-class home going to a university were no better now than before the First World War. In

spite of the expansion of higher education, Mrs Mortimore suggested that if the proportion of working-class students in higher education increased to the level of their middle-class peers, 20 new universities would be needed. But if the current rate of participation continued, it would mean the closure of 16 universities.

The introduction of new forms of assessment offering a broader picture of pupils' achievements and more

short-term goals would postpone social selection until university level. And delaying selection until 18 might have a similar effect to abolishing the 11-plus; factors like social class, race and sex might be less influential in deciding who won university places.

"The older those being selected, the more likely it would be that individual talents, motivation, skills and achievement would be considered and that these would reflect the striving of the individual rather than his or her back-

ground," she commented.

If more pupils were successful, this might also be less truancy and disruption, Mrs Mortimore said.

Mrs Mortimore believes the merit of O levels and CSE will only exacerbate the injustice of the present system. Sir Keith Joseph's reform would be the impression that exams had been radically improved, while the old problems of lack of comparability between boards and reliance on rote learning skills remained.

for the Advancement of Science at the University of East Anglia, Norwich

Teachers' code of conduct needed

The teaching profession should establish its own code of conduct to restore public confidence in education, according to Dr Hugh Sockett, Professor of Education at the University of East Anglia.

Dr Sockett said that people were increasingly cynical about probity in public life and the role of the professional: "Solicitors, the Health Service, opticians and teachers, including university teachers, are under fire, from a government which has made itself the spokesman for cynics."

A professional code of practice which was open, and through which grievances could be redressed, would help teachers to attack public distrust, said Dr Sockett. A code would also provide stability in the face of educational policy shifts after elections.

Dr Sockett suggested that teachers should:

- praise children's efforts and work generously, concentrating on their successes rather than their failures;
- have high expectations of their pupils; and
- set and mark children's work regularly and speedily.

In their pastoral role, teachers should:

- make children responsible for looking after books, papers and other school property, as well as offering pupils positions of responsibility; and
- act as models of interpersonal behaviour and responsibility.

As for head teachers and school managers, they should be responsible for:

- a coordinated policy on curriculum and discipline; and
- wide consultation within the school.

Teachers should always be punctual and should never resort to unofficial

corporal punishment, he said.

Parents and pupils should know what the teachers' code was so that they could complain if they felt that a teacher was unsatisfactory. And a General Teaching Council could monitor the codes of individual schools and colleges.

Dr Sockett also suggested that educational institutions should take more trouble to promote themselves to the public. He thought there was too little communication between schools and their local communities, and complained that some schools were even reluctant to publish exam results in a form which parents could understand.

Parents and other untrained helpers had a role to play working with individual pupils in schools, Dr Sockett added. He urged the teaching unions to reconsider their attitudes to unpaid and untrained labour.



Hugh Sockett

Girls fall for advertising puffs

More teenage girls than boys are now regular smokers, according to research carried out in Sheffield.

A survey of more than 4,000 schoolchildren suggests that, by the age of 15, one in four girls, compared with one in six boys, smoke at least one cigarette a week.

The author of the study, Ms Pam Gillies, lecturer in community medicine at Nottingham University Medical School, believes that the media image of smoking as glamorous and sexy is to blame for the fact that more adolescent girls than boys are smoking regularly in many areas of the country. "The seductive young heroine in the film *Flashdance* was recently seen by millions of young women to smoke and 'get her man,'" she said.

She also accuses magazines like *Company* and *Cosmopolitan* of trying to resurrect the view that smoking and passionate sex go together.

Another influence on young girls is cigarette advertising. Ms Gillies says that, since the decline of smoking among men, tobacco companies are trying to make smoking more appealing to women and girls.

Many children experiment with smoking between 11 and 12 years of age, according to the study. But, contrary to popular belief, they do not usually start in the school toilets. More than 60 per cent have their early experiences of smoking in the open air, and most smoke with their friends.

Peer group pressure is the main reason why teenagers continue to

smoke regularly. One in four children said they smoked because their friends did.

But 16 per cent said they smoked to calm their nerves. "It's disturbing that so many young people feel nervous, anxious or emotionally disturbed in some way and use cigarettes in the belief that they will calm them down," commented Ms Gillies.

Schemes like the Health Education Council's "My Body" project, however, seem to be reducing the risk of schoolchildren smoking. One in three younger smokers said they had given up because of the effects to health.

Parents also play an important part in deterring their children. One in ten ex-smokers said they had stopped because their parents disapproved.

Dispelling
the myths
of family
life

Teenagers do not spend all their time nagging old people, running wild and defying their parents. Neither are families falling apart nor relying entirely on the welfare state to care for their grandparents and disabled relations.

These assertions are made in a new report from the National Council for Voluntary Organizations called *Ask the Family: Shattering the myths about family life* by Jeanette Longfield.

She says: "The myths currently held about British families are dangerous and divisive. They give a grossly distorted picture of what families do for each other."

Examples include:

- people do not want to look after elderly relatives like they used to;
- young people have no respect for their parents;
- one-parent families are mostly young unmarried mothers; they are not badly off; and
- families are spoilt by the welfare state, they do not take on responsibilities like they used to for the disabled.

Using evidence from reports and research from 60 voluntary organizations, Ms Longfield seeks to dispel these beliefs.

She points out that the majority of 11 to 16-year-olds took more notice of advice from their parents than their friends or teachers, nearly all 14 to 19s helped parents at home, many young people helped old people and children and 80 per cent of 15 to 24-year-olds got on well with their parents.

The report is available from the MacDonnell and Evans Distribution Services Ltd, Eastover Road, Plymouth PL6 7PZ, £2.95 plus 32 pence p&p.

HOURMONT'S 'NOUVELLE FRANCE'
FOR 1985.

NEW FOR 1985.

We have now greatly increased our range of tours available to France to such an extent that for 1985 we have produced a separate brochure offering an unrivalled choice of exciting tours for you and your pupils.

INTERESTING TOURS THROUGHOUT FRANCE.

This year we're introducing six super new resorts in Brittany, three in the Côte d'Opale and many more in Calvados, Languedoc and on the Cherbourg Peninsula and Atlantic Coast. To make Paris more of an attraction we've also added three superbly situated, brand new international centres in the heart of Paris. So, more choice than ever before, tours to every corner of France.

WELL-ORGANISED COURSES, WELL-PLANNED STUDY BOOKS.

We believe that trips abroad are of immense educational value, and all information learned should be put to good use when the students return to Britain. We are providing a number of low-cost, interesting and well-planned work books where the emphasis is on visual as well as written work, to help your pupils.

All pupils visiting France, can make use of our environmental work book 'A BIENTÔT', which has been compiled to help pupils to discover, by conversation and observation their cultural historical and geographical surroundings.

The more artistic among your pupils will benefit from our excellent ART STUDY BOOK that has been produced by a Senior art teacher which can be used on all tours to the finest Museums and Art Galleries in Paris, perhaps a little sketching in Normandy or Brittany.

History groups will enjoy our BATTLEFIELD STUDY BOOKS, which accompany our interesting tours to the actual First and Second World War sites: Ypres, Verdun and Arras to name but a few. The books make history come alive and supply a wealth of background and information.

INTRODUCTION TO FRENCH COOKERY.

Take advantage of our four day course on typical home-style French cookery, where pupils will be actively involved in the preparation of meals.

Hourmont

Brunel House, Newfoundland Road, Bristol BS2 9LU. Tel: 0272 426961

testing the menus and even trying a little cookery... under chef's supervision! Each day they will discover a new facet of French cuisine, and will visit fish markets, cheese farms and bakeries, as well as places of cultural interest.

GEOGRAPHY FIELD STUDIES COURSE.

Based in the delightful Savoyard village of Notre Dame de Bellecombe, pupils on our new Geography Field Studies Course will have a first class opportunity to study the Western Alps. Visits will be arranged to Chamonix, Mont Blanc, Annecy and will cover such topics as glaciation, alpine transects, hydro electric power.

FREE TRAVEL PACKS.

In addition to the work books, each group is provided with a travel pack on their resort without charge. This provides background notes and information relevant to the particular tour. Shopping notes, cinemas, markets, banking facilities, doctors, places of interest and excursions are all listed to give you the most up-to-date information on your resort.

THE BEST CHOICE OF ACCOMMODATION.

For 1985 we are offering you and your pupils the widest choice ever of hand-picked accommodation, because we know that one of the most vital aspects of a successful tour is the choice of centre or hotel. For that reason we only choose accommodation with a high standard of cleanliness and friendliness, whose proprietors understand the needs of school parties. All the rooms are comfortably furnished and many have private facilities.

SECURE ARRANGEMENTS, EXPERIENCED AND QUALIFIED STAFF.

Your pupils will be well cared for by our experienced staff and a company which has almost 30 years background in arranging the finest school tours available. We have specialist teams working at our Head Office dealing with the particular region you are interested in, who will know every single resort and hotel featured in the brochure.

But a single advert can only begin to describe what Hourmont can offer, why not ring 0272 426961 today, we'll be happy to send you our French Brochure 1985.

THE GREAT NEW HOURMONT PROGRAMME
TO EUROPE FOR 1985.

Hourmont, the U.K. leaders in organising value-for-money tours for school parties, introduce their European brochure for 1985.

MORE TOURS MEAN GREATER CHOICE

Offer your pupils a broad range of exciting and educational tours in Europe. This year we have greatly increased the number of resorts and accommodation, including a fascinating tour of Israel, where the Bible comes to life, and Yugoslavia where soaring mountains meet the blue Adriatic sea. We're also offering new and often superior hotels in the Rhineland, Noordwijk in Holland, Kitzbühel and Zill in Austria and Rome and Sorrento in Italy to name but a few.

EUROPE IS ALWAYS A TREAT

Germany with her vineyards, walled towns, music history and green cool forests is waiting. As are the fabulous art treasures of Italy in Florence and Venice, magnificent pine forests of the Austrian and Swiss Alps, the colourful towns and bulbfields of Holland, and the unique atmosphere of the Belgian Coast and the glorious sunshine of the Mediterranean beaches.

EXCELLENT ACCOMMODATION, FRIENDLY PEOPLE

For 1985 we are offering the widest choice ever of hand-picked accommodation. Our hotels and centres are comfortable and clean and are chosen for the friendliness of proprietors and staff. Standards are high and a large percentage of rooms now have private facilities.

IDEAL COURSES... IDEAL STUDY BOOKS

Trips abroad provide endless numbers of educational opportunities. Hourmont has made sure that those opportunities are not wasted by providing a number of low-cost, interesting and well-planned work books where the emphasis is on visual as well as written work.

Hourmont

Brunel House, Newfoundland Road, Bristol BS2 9LU. Tel: 0272 426961

If your pupils are off to Austria, "WILLKOMMEN!" our superb environmental study book, will help them understand the beauty of the Tirol and can be used as a guide and souvenir of their tour.

An ART STUDY BOOK, exclusively compiled for us by a Senior art teacher can be used on all tours to the capitals of Italian Art. The Sistine chapel comes alive when one can read and observe at the same time.

History groups will enjoy our BATTLEFIELD STUDY BOOKS, which accompany our interesting tours to the actual First and Second World War sites, helping pupils compile information when visiting Ypres, Verdun or the D-Day beaches.

SPORT AND ADVENTURE

This year we're including action packed sport and adventure courses for your more active pupils in our European brochure. The range of sports on offer include tennis and windsurfing in Majorca or Italy, summer skiing, and many others in sun-kissed places such as Greece.

TRAVEL PACKS

In addition to the work books, each group is provided with a travel pack on their resort without charge. This provides background notes and information relevant to the particular tour. Banking information, doctors, cinemas, markets, excursions, places of interest and other facilities are all listed to give you the most up-to-date information on your resort.

SECURE ARRANGEMENTS, EXPERIENCED AND QUALIFIED STAFF

Your pupils will be well cared for by our experienced staff and a company which has almost 30 years background in arranging the finest school tours available. Our European Tours Department is staffed by highly experienced tour organisers four of whom are language graduates.

But a single advert can only begin to describe what Hourmont can offer, why not ring 0272 426961 today, we'll be happy to send you our European Brochure 1985.



INTRODUCING OUR SPECIAL FRENCH BROCHURE FOR SCHOOLS

INTRODUCING HOURMONT'S 1985 SUMMER PROGRAMME IN EUROPE

Courses

Brighton Polytechnic

SCHOOL MANAGEMENT SHORT COURSES 1984/85

For Education Officers, Advisers, Governors, Headteachers, Deputies and Senior School Staff in the United Kingdom and Overseas.

Since 1973 the Management Centre, Brighton Polytechnic has assisted over 2000 individuals in the above categories from the UK and overseas who have attended school management short courses.

The 1984/85 programme of 30 short courses has the backing of numerous computer analysed research data from over 800 secondary schools including 100 independent schools. This programme, which has an extensive case study covering the management of two comprehensive schools and a case study of an independent school, is as follows:

12-18 November, 1984
SCHOOL MANAGEMENT DEVELOPMENT
Setting and achieving school aims, democracy, consultation, moral, legal aspects, leadership, microcomputers, financial, purchasing, monitoring, evaluation and staff over the next 3 years

18-21 November, 1984
SCHOOL TIMETABLE MANAGEMENT
Elementary, Intermediate, Advanced levels

21-23 November, 1984
THE MICROCOMPUTER AND CHANGE IN SCHOOL ADMINISTRATION AND CURRICULUM
Current applications and evaluation, curriculum and school organisation, the effect of microcomputers on the curriculum, curriculum design, Primary/Secondary FE/HE/Higher

11-15 March, 1985
MANAGEMENT OF TVET IN SCHOOLS AND CENTRES
Current use of TVET, relevant TVET models and their potential, the role of the School/TVET in education, technology across the curriculum, examinations - the old and the new, liaison school/TVET, methods of monitoring TVET performance

31 March - 4 April, 1985
SCHOOL MANAGEMENT
Organisation, discipline, communication, supervision/group relations, meetings, selection, interviewing, options, careers, pastoral care, microcomputers, management of change, methods of monitoring management performance

31 March - 4 April, 1985
MANAGEMENT OF INDEPENDENT SCHOOLS
Image creation, management styles, communication, delegation, recruitment/selection, motivation of staff, public, independent/group relations, financing, finance, independent/group relations, management of change, methods of monitoring management performance

6-7 July, 1985
MANAGEMENT OF SCHOOL/COMMUNITY RELATIONS
Developing and maintaining an effective school image, PTA/parental involvement, parent evenings and open days, school relations with members of the community including Police/Social Services/Local Council, methods of monitoring school/community relations management performance

2-3 July, 1985
THE MICROCOMPUTER AND CHANGE IN SCHOOL ADMINISTRATION AND CURRICULUM
Current applications and evaluation, curriculum and school organisation, the effect of microcomputers on the curriculum, curriculum design, Primary/Secondary FE/HE/Higher

18-19 July, 1985
SCHOOL MANAGEMENT
Elementary, Intermediate, Advanced levels

20-22 July, 1985
SCHOOL TIMETABLE CONSTRUCTION FOR BEGINNERS
16 hour course covering the whole school timetable

20-22 July, 1985
SCHOOL MANAGEMENT
Elementary, Intermediate, Advanced levels

20-22 July, 1985
MANAGEMENT OF INDEPENDENT SCHOOLS
Image creation, management styles, communication, delegation, recruitment/selection, motivation of staff, public, independent/group relations, financing, finance, independent/group relations, management of change, methods of monitoring management performance

2-3 July, 1985
THE MICROCOMPUTER AND CHANGE IN SCHOOL ADMINISTRATION AND CURRICULUM
Current applications and evaluation, curriculum and school organisation, the effect of microcomputers on the curriculum, curriculum design, Primary/Secondary FE/HE/Higher

18-19 July, 1985
SCHOOL MANAGEMENT
Elementary, Intermediate, Advanced levels

20-22 July, 1985
SCHOOL TIMETABLE CONSTRUCTION FOR BEGINNERS
16 hour course covering the whole school timetable

20-22 July, 1985
SCHOOL MANAGEMENT
Elementary, Intermediate, Advanced levels

20-22 July, 1985
MANAGEMENT OF INDEPENDENT SCHOOLS
Image creation, management styles, communication, delegation, recruitment/selection, motivation of staff, public, independent/group relations, financing, finance, independent/group relations, management of change, methods of monitoring management performance

2-3 July, 1985
THE MICROCOMPUTER AND CHANGE IN SCHOOL ADMINISTRATION AND CURRICULUM
Current applications and evaluation, curriculum and school organisation, the effect of microcomputers on the curriculum, curriculum design, Primary/Secondary FE/HE/Higher

18-19 July, 1985
SCHOOL MANAGEMENT
Elementary, Intermediate, Advanced levels

20-22 July, 1985
SCHOOL TIMETABLE CONSTRUCTION FOR BEGINNERS
16 hour course covering the whole school timetable

20-22 July, 1985
SCHOOL MANAGEMENT
Elementary, Intermediate, Advanced levels

20-22 July, 1985
MANAGEMENT OF INDEPENDENT SCHOOLS
Image creation, management styles, communication, delegation, recruitment/selection, motivation of staff, public, independent/group relations, financing, finance, independent/group relations, management of change, methods of monitoring management performance

2-3 July, 1985
THE MICROCOMPUTER AND CHANGE IN SCHOOL ADMINISTRATION AND CURRICULUM
Current applications and evaluation, curriculum and school organisation, the effect of microcomputers on the curriculum, curriculum design, Primary/Secondary FE/HE/Higher

18-19 July, 1985
SCHOOL MANAGEMENT
Elementary, Intermediate, Advanced levels

20-22 July, 1985
SCHOOL TIMETABLE CONSTRUCTION FOR BEGINNERS
16 hour course covering the whole school timetable

20-22 July, 1985
SCHOOL MANAGEMENT
Elementary, Intermediate, Advanced levels

20-22 July, 1985
MANAGEMENT OF INDEPENDENT SCHOOLS
Image creation, management styles, communication, delegation, recruitment/selection, motivation of staff, public, independent/group relations, financing, finance, independent/group relations, management of change, methods of monitoring management performance

2-3 July, 1985
THE MICROCOMPUTER AND CHANGE IN SCHOOL ADMINISTRATION AND CURRICULUM
Current applications and evaluation, curriculum and school organisation, the effect of microcomputers on the curriculum, curriculum design, Primary/Secondary FE/HE/Higher

18-19 July, 1985
SCHOOL MANAGEMENT
Elementary, Intermediate, Advanced levels

20-22 July, 1985
SCHOOL TIMETABLE CONSTRUCTION FOR BEGINNERS
16 hour course covering the whole school timetable

20-22 July, 1985
SCHOOL MANAGEMENT
Elementary, Intermediate, Advanced levels

20-22 July, 1985
MANAGEMENT OF INDEPENDENT SCHOOLS
Image creation, management styles, communication, delegation, recruitment/selection, motivation of staff, public, independent/group relations, financing, finance, independent/group relations, management of change, methods of monitoring management performance

2-3 July, 1985
THE MICROCOMPUTER AND CHANGE IN SCHOOL ADMINISTRATION AND CURRICULUM
Current applications and evaluation, curriculum and school organisation, the effect of microcomputers on the curriculum, curriculum design, Primary/Secondary FE/HE/Higher

18-19 July, 1985
SCHOOL MANAGEMENT
Elementary, Intermediate, Advanced levels

20-22 July, 1985
SCHOOL TIMETABLE CONSTRUCTION FOR BEGINNERS
16 hour course covering the whole school timetable

20-22 July, 1985
SCHOOL MANAGEMENT
Elementary, Intermediate, Advanced levels

20-22 July, 1985
MANAGEMENT OF INDEPENDENT SCHOOLS
Image creation, management styles, communication, delegation, recruitment/selection, motivation of staff, public, independent/group relations, financing, finance, independent/group relations, management of change, methods of monitoring management performance

2-3 July, 1985
THE MICROCOMPUTER AND CHANGE IN SCHOOL ADMINISTRATION AND CURRICULUM
Current applications and evaluation, curriculum and school organisation, the effect of microcomputers on the curriculum, curriculum design, Primary/Secondary FE/HE/Higher

18-19 July, 1985
SCHOOL MANAGEMENT
Elementary, Intermediate, Advanced levels

20-22 July, 1985
SCHOOL TIMETABLE CONSTRUCTION FOR BEGINNERS
16 hour course covering the whole school timetable

Funding takeover 'would break up structure of MSC'

Jackson bids for No2 post



Barry Sheerman

The Government risks destroying the tripartite Manpower Services Commission if it forces it to implement its plan for the takeover of a large part of local authority further education, Labour warned this week.

This follows last week's TES report that Mr Tom King, the Employment Secretary, is about to issue a formal directive to the MSC to carry out the plan - as set out in the *Training for Jobs* White Paper.

Mr Barry Sheerman, the shadow training minister, said: "It's a piece of legislative thuggery that may well sound the death knell of tripartism. It would strengthen the arguments of those in the Labour movement who say this Government is impossible to work with."

Mr Sheerman, who was speaking in his Huddersfield East constituency, called the funding proposals "thin and badly thought out". He added: "They are based on false premises about what

is wrong with non-advanced further education, and false promises about the ability of the MSC to put things right."

Mr Sheerman said: "It would not be the first time the Thatcher government has ridden roughshod over the advice and better judgment of the MSC. But

it would be unprecedented for it to resort to its legal powers to do so. Those legal powers were enacted to guard against an obstructive, recalcitrant and contrary MSC. But the use of them by this Government and on this issue shows that it is the Government itself that is the odd one out."

The Commission was due to meet next Wednesday to discuss the situation, but the departure this week of its chairman, Mr David Young, to join the Cabinet raised the possibility that the meeting would have to be postponed.

This would have the advantage that the commissioners would be able to take into account the decisions of the Association of County Councils which has scheduled for the same day an education committee meeting which will consider what to do now that the MSC officials have actually announced their plans for allocating the diverted funds among the authorities.

Mr Roy Jackson, the TUC's education secretary, is in the running for the job in the trade union movement.

He is one of three candidates for vacant deputy general secretary, and if he gets the job, the TUC's successor will have to look outside for a successor.

His deputy, Ms Carol Bailey, has left for a senior post in one of the Civil Service unions.

The education department, by outside the mainstream of TUC action, has grown considerably in influence over the past few years. One reason is the rapidly growing involvement of industry in education and another is a major shift in the pattern and nature of industrial training which has brought squarely within the education department's orbit for the first time.

While training was largely apprenticeship and similar skills training which were governed by collective bargaining in the hands of the individual unions, it remained the preserve of the employment department. The government's schemes for school leavers burgeoned with their emphasis on broad training and related education, so the distinction between training and educational matters became increasingly blurred and the TUC



Roy Jackson

gratefully let its education specialists take over.

So it was Mr Jackson who represented the TUC on the Manpower Services Commission task group which worked out the plan for the Youth Training Scheme and is now the TUC's representative on the Youth Training Board.

And he has organized much of the behind-the-scenes campaign to defeat the TUC's continued involvement in the MSC. He is credited with having played a key part in securing last week's big TUC vote for continued support of the YTS.

Mr Jackson, 56, is a former civil servant and Ruskin college graduate. His rivals are Mr David Lea, 11 years younger and an assistant general secretary, who was an unsuccessful contender for the general secretaryship last week; and Mr Kenneth Graham, the other assistant general secretary, who at 62 would only have a couple of years in the job.

Edited by
Mark Jackson

Jane Pickard learns why teachers and others may be an endangered species

Terminal threat to professionals

Computers may soon threaten the jobs of teachers, lawyers and other professionals, according to careers expert Audrey Segal, whose warning comes with the launch of her latest *Careers Encyclopaedia* this week.

Lined computer systems are advancing so fast that the technology she was discussing could not be included in her book because it had not then been developed.

Back in March, computer-based expert systems, which could eventually give people legal advice, carry out conveyancing, or provide teaching programmes for children, were mere twinkles in the eyes of computer scientists. It was thought that further developments in hardware were needed to put the ideas into practice.

Since then, it has been reported that expert systems can be grafted onto existing technology. Ms Segal said: "There is already a system on conveyancing and further development really depends on demand."

Work was also going on in the City to develop a prototype computerized financial expert system.

Ms Segal said some systems had been so successful that they even overtook the abilities of the expert who designed the programme.

"A biologist who developed a system for diagnosing diseases in plants found that the computer now carries out the diagnosis better than he can," she said.

"All this could be on us very soon. Five months ago nobody was worrying about it, because it seemed a long way away. That is no longer the case."

"But is the educational system taking account of what is happening? Are we planning universities for the 1990s? What happens to the lawyer or accountant if a lot of what they are doing can be turned into programmes which middle management can use?"

Ms Segal also believes that new technology has implications for the degree of specialization in certain jobs. For instance, in the building industry she suggests that a trend towards architects doubling as business managers

could mean that education and training should be more generic and less specialized.

Her book, the 11th edition of the *Careers Encyclopaedia* - devotes a whole chapter to information technology for the first time. It points out that this can impinge on a wide range of professionals including engineers, researchers, programmers and librarians.

Computers' impact on unemployment is also discussed in a chapter on *The World of Work*, where Ms Segal warns sixth formers and their parents to be prepared for the uncertainties of the labour market.

Careers education for all age groups - not just for 16-year-old leavers - should include studies of economic, social, technological and political trends and policies as they affect employment, so that young adults can cope better with their future.

"Parents and able sixth-formers are still looking for the traditional life-long, secure niche - the bank, the law, accountancy, medicine, nursing," she writes.

Since few of these professions are expanding and many, such as teaching, are contracting, the effect is to force up the entry requirements to these professions and disorient increasing numbers of able young people, she adds.

Following a single career path used to be relatively easy. Now, she writes, "The paths have turned into an Alice-through-the-Looking-Glass chess-board with just as little predictability and a startling new habit of changing shape."

Sixteen-year-olds, too, are advised to weigh very carefully what YTS schemes are on offer and take independent advice on them.

The book, which runs to 1,154 pages, also has chapters on qualifications, various groups of occupations and working overseas. It comes out every year and the last edition was published in 1980.

The Careers Encyclopaedia, edited by Audrey Segal, Cassell, price £17.95.

'Remove gag on youth conference'

TUC leaders are now facing renewed demands that they remove the "gag" placed on their annual youth conference, the tightly controlled one-day meeting which is widely regarded as a purely token event.

Because the TUC establishment fears that if the conference were allowed any real influence it would be taken over by a political minority in the same way as the Young Socialists, it has always refused to let the young delegates choose what to discuss, let alone pass resolutions. Instead, the meeting is invited to consider discussion papers prepared by officials.

At the TUC's annual conference last Friday, a young delegate from a banking union challenged the logic of the argument that to allow motions would provide a forum for unrepresentative individuals and groups.

Mr David Ryder, twice a delegate to the youth conference, pointed out: "If these individuals are elected to the youth conference that is the responsibility of the unions that elect them. Unions can't elect unrepresentative individuals and then complain if the structure of the conference allows these people to express their views. That is really absurd."

Mr Ryder urged that the youth conference should be allowed to consider motions. In the same way as the TUC's Women's Conference - a simple change which would give it a sense of purpose it lacked at present.

Courses

SCIENCE MUSEUM One-day Courses for Teachers

11th October: The History of Medicine. Based on the now completed Wellcome Museum of the History of Medicine. For teachers at all levels, including those using Schools Council History 13-16 materials. (Course 22).

20th October: Computing - Then and Now. Non-specialist course on the development of calculating and the uses of computers and microchips as shown in the Museum (Course 23).

24th October: History Studies at the Science Museum. Mainly for secondary history teachers. Emphasis on industrial history (Course 24).

All courses provide an opportunity to explore museum displays, think about ways to integrate a Museum visit and class-based studies, find out about educational facilities, and prepare for a group visit.

For details and application form write to:

Education Service (TS),
Science Museum,
Exhibition Road,
London SW7 2DD

NEWS



The lofty London School of Economics (above) one of leading institutions to sell its wares abroad



As the lucrative trade in overseas students grows, Hilary Wilce describes the disappointment often awaiting them

Never mind the quality...

bus. And if Muslim students are coming in the catering staff must think about how to cope with their needs in Ramadan, when they are forbidden to eat between sunrise and sunset.

"Overseas students don't want to be mollycoddled. You've got to be careful not to overreact, and simply see them as people with problems. But you do need someone in the college, and at quite a senior level, to have an oversight on how things are going."

With this in mind, UKCOSA is now offering a consultancy service to institutions wanting to ensure the best for their overseas students. At the rate

of about £150 per person per day, it offers an expert assessment of what an institution could and should do in this area. "The aim is not to criticize what they're doing, but to help them make the best of what they've got," Ms Gail Taylor, executive secretary said.

So far, UKCOSA has done four such consultancies, at the cost of between £300 and £500 each. All have stressed the need for a coordinated policy, and the importance of ensuring that standards of English are adequate, or if not, can be improved by making remedial teaching available.

Consultants encourage the institutions to consider the problems staff face when they have to teach without student records, or cope with a wider than usual ability range.

At Bath University, where UKCOSA was invited in to examine the situation of the university's 8 per cent of overseas students, the majority of the team's recommendations were accepted.

Mr George O'Brien, senior assistant registrar, said that the university had decided, among other things, to produce a handbook for overseas students, and to bring in special induction

courses, although the university had rejected the idea of appointing a separate welfare officer.

"We entered into the exercise with an open mind, and I think we learned a great deal just from being forced to think the whole subject through," he said.

Ms Taylor said that although UKCOSA aimed to cover its consultancy costs, it was not looking to make a profit. "Our prime interest is the welfare of students... and we also believe that the best advertisement for British education overseas is satisfied customers."

EUROPEAN SCHOOL TOURS

YOU'VE READ THE BOOK.



- Competitive prices from £59
- Biggest choice - over 30 new tours
- Schooldays Bonus - free 'extras' included on many tours ● Schoolgate departure - at no extra charge ● FREE inspection visits for Party Leaders
- One FREE place for every 8 paying members on all coach tours ● High standard accommodation, many hotels with private facilities ● The best in coaches - we were the first school operator to guarantee reclining seats, videos and toilets on all Express tours
- Experienced bilingual couriers

NOW BOOK THE TOUR.

available for all tours - another first for Schooldays ● Teachers' Pack - detailed excursion notes and visual aids.

DIRECT BOOKING AND INFORMATION
LINE: 01-580 6968

Schooldays

Global

Glen House, 200 Tottenham Court Road, London W1P 0JP

ARTIST: C. 302

Mary Follain on the new Prime Minister's plans for youth

All stops out for jobless

FRANCE

In his first television appearance since he became Prime Minister in July, M. Laurent Fabius declared last week that he intends to "pull all the stops out" in order to improve the quality of French education and youth training. Ambitious plans to give all school-leavers under 21 the chance of a job, or failing that, some form of training, by the end of 1985 are to be announced at the end of the month.

Youth training, he said, constituted a key factor in his struggle against unemployment and he was determined to fight for it.

France has no oil, and must make a colossal effort, he insisted, to develop its "human resource" - its "grey matter" - if it is to catch up with countries like Japan.

At 38, M. Fabius is the youngest French Prime Minister since 1815, but his prematurely balding pate is a gift to cartoonists. His expression became even more cherubic than usual when he emphasized that in Japan 95 per cent of the workmen on the Toyota assembly line had the equivalent to the baccalaureate (or A levels).

The same remark had raised an audible groan from normally respectable French journalists at the new Education Minister's first press conference only two days previously. M. Pierre Chevènement, who succeeded M. Alain Savary in the same cabinet

reshuffle which put M. Fabius in the Hotel Matignon, is a former Research and Industry Minister and admirer of the Japanese who will certainly press for closer links between education and industry. The opening up of schools to the outside world, which was recognized by M. Savary, means first and foremost for M. Chevènement their opening up to industry.

On TV M. Fabius said that he believed all secondary schools should be twinned with a business concern. Citroën or Peugeot workers are not as well educated as their Japanese counterparts. Only a third of one generation of French school children obtain the baccalaureate, and many leave school with no qualification despite considerable effort to give



Fabius... Improvement sought in education and training

them some form of technical or vocational training.

They are helping to swell French unemployment figures which stand now at 2,350,000 and threaten to reach three million just in time for the parliamentary elections in 1986.

Cynics see the new Prime Minister's ambitious plans to give under-21s a job or some kind of work training by 1985 as part of a race to bring the figures nearer a more acceptable two million by the time the elections come round.

It will mean accelerating a youth training scheme pursued under the former Prime Minister, M. Pierre Mauroy, from which some 500,000 young people are thought to have benefited - well under the target figure of 800,000. Will M. Fabius succeed where M. Mauroy failed?

Another obvious answer to youth unemployment is to keep them studying, but it is doubtful that the French education system, already stretched to breaking point, will be able to continue absorbing additional pupils at the rate it has been doing over the past three years - 21,700 more in 1983 and an estimated 48,600 increase this year.

During his TV appearance, Fabius hinted at a further possible solution which has echoes of the 1930s' New Deal in the United States: young people could be employed in public works or social tasks of use to the community. He suggested that local authorities could help in setting up schemes.



First batch of six-year-olds for Soviet primaries this term

Enter the six-year-olds

SOVIET UNION

As the new academic year begins, Soviet primary schools are facing up to the problems of coping with the first batch of 1.2 million six-year-olds.

For the first time in Soviet history children can now start school at six instead of seven. The numbers are expected to rise to between 4.5 and 4.6 million in the next few years.

Schools have been advised to accept only those children who have reached the age of six by the first of September. Even so, some children are likely to be refused, since reports from the Research Institute of Child Hygiene and the Institute of Medicine show that many are not ready for school on medical grounds.

No one will be blamed, states the ministry, if such children are kept at home until seven. Moreover, all chil-

dren must be examined in children's clinics before being accepted in school. Since not all regions in the country are equipped to take all local six-year-olds, the moves are seen as ways of giving local authorities a degree of flexibility to handle the problems.

The April 1984 reforms of the education system specify that some first-formers could be accommodated in existing kindergartens.

Work has begun on preparing books and materials for the new entrants, and the ministry has warned the dangers of simply transferring existing curricula and teaching methods designed for seven to eight-year-olds to the younger pupils. In new ones need new courses with life play and games contents still make use of the positive aspects of traditional kindergarten methods.

Kenneth Shaw

Schools caught in 'holier than thou' campaigning



Religion has emerged, to everyone's surprise, as a major issue in the American presidential campaign - religion in the "holier than thou" sense of the word, that is. And the public schools are hotly contested terrain in this current swirl of controversy.

To be sure, it's not at all unusual for religion to find its place on the American political table. In the 1980 election, for instance, fundamentalist Christians turned political. They managed to get the Republicans to embrace their concerns - abortion and school prayer, most prominently - and that put the Democrats on the defensive. But little came of that, except some political posturing until this year. Six months ago the United States Senate, after long and scrupulously searching debate, defeated a proposed constitutional amendment calling for prayer in the public schools, and this seemed to put an end to the matter.

Things have worked out differently, however. At the recently-concluded Democratic convention, the Democrats were at pains to describe themselves as the party of God and country. When they returned to Washington, and an unfinished congressional session, President Reagan put it to them again by talking about abortion and the politics of uncompassion and, again, about prayer in the schools.

None of this matters personally to Reagan. Indeed as California's governor during the early 1970s he signed what was then the most liberal abortion Bill in the land; and only during campaign season does he see the inside of a church - but politically that's irrelevant. The Democrats had been placed on the defensive again.

The Democrat-dominated House of Representatives, the lower house of Congress, moved with breakneck speed to respond positively to the

religion issue. For months, the House leadership had bottled up a Bill, already passed by the Republican-controlled Senate, which gave students the right to hold religious meetings in schools that allow extra-curricular clubs of any kind. Immediately after Reagan laid down the gauntlet, this measure passed, 337-77.

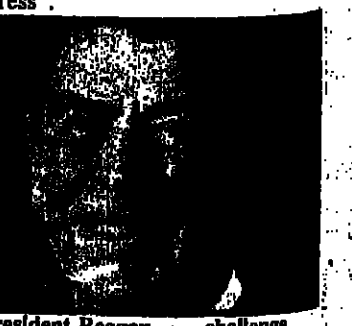
Sadly for the schools, it is not a good Bill. The measure reintroduces prayer in schools through the back door, as its opponents noted, but that's the least of its shortcomings. Under the terms of this legislation, anything described as religion can find a place in the schoolhouse. That means revival meetings, Here Krishna sessions, satanic cults, any of the bewildering variety of sectarian practices. Worse, this Bill makes religiously-driven hostility and ostracism of minority groups (to say nothing of those professing no religion at all) a fact of school life - precisely what the constitutional protections against an "establishment of religion" are designed to guard against.

That would be bad enough if it were all, but flushed with victory, the most-Republican conservatives who insist that religious observances should be part of the official school curriculum moved to wield a heavy stick - withholding all federal aid, about 6 per cent of a typical school district's budget - against schools that do not allow spoken prayer.

This effort, which only just failed, was pure mischief-making - under the Supreme Court's longstanding view, such prayers are almost certainly unconstitutional - but it got the sponsors what they were after. Numerous congressmen, mostly Democrats, who voted against the prayer requirement are now on record with a position that will be a political embarrassment in some quarters during the campaign.

The Democrats "recouped" politically by voting overwhelmingly for a proposal to put the federal seal of approval on voluntary silent prayer in the schools. That sounds innocuous enough: no one should, or can, expect student from praying silently. But the measure, which contemplates teacher-supervised prayer, puts Washington squarely in the religion business, where it doesn't belong.

Mr Tony Coelho, California Representative, who as chairman of the Democratic Congressional campaign committee worries about the reelection prospects of his flock, inadvertently put his finger on the problem: "We can still say we voted for prayer in the schools," Mr Coelho said, "that's not the role that American founding fathers envisioned for Congress."



President Reagan... challenge

Travel

INDIA - NEPAL

Moghuls and Mahatmas, legends and the Mahabharata - there's more to India than the Taj Mahal. For full details of our walking and adventure holidays covering many of the sub-continent, write or phone now! Excludes Expeditions (T) 100 Watlington High Street, London SW18 4LE. Tel: 01-871 1111, 01-871 1112, 01-871 1113.

Moves to solve serious shortage of teachers

MALAYSIA

Geoffrey Parkins on concern over training and supply of education staff

Students who resign from teacher training courses must be rejected by the universities, the Education Ministry in Kuala Lumpur has directed.

The ministry, which is alarmed by the high drop-out rate of about five per cent of the intake a year, has also ordered that trainee teachers who resigned last year must pay a fine of almost £8,500.

The moves reflect the Malaysian Government's growing concern over the training and supply of teachers, following a recent report that the country would soon face a serious shortage of teachers in history, Bahasa Malaysia (the Malay language), English, economics, trade and industry.

Mr Datuk Abdul Rahman Haji Arshad, the ministry's deputy director-general, said the move was necessary "to discourage new recruits from leaving once they had been selected for teacher training... It is a great waste if they resign." His advice to would-be teachers was "make sure you want to be a dedicated teacher" before applying. Vacancies created by the resignations could not be filled, he said, because five months of training had already gone by.

Students are offered teacher training places about five months before they hear whether they have won a place to university, and say they are

naturally reluctant to turn them down. They also say that few students will be able to afford the high fines. Of the 6,000 trainees selected every year around 300 resign after completing only five months of their three-year courses. The highest figure was in 1981, when 600 resigned from the country's 26 training colleges.

The Peninsular Malay Students Federation (PMSF) said the bid to prevent teacher trainees transferring to university courses was regressive and unfair.

At its recent annual conference, Mr Enkek Ramli Yusoff, the federation's president, said that many Malays were affected by this new move, which was clearly out of line with the Government's Bumiputrah policy of positive discrimination in favour of Malays in education and employment.

The conference, which was attended by Mr Datuk Abdullah Ahmad Badawi, the Education Minister, urged the Government to help increase the number of Malay teachers. Malays were urged to strengthen their unity so that the power that was in their hands now would not be lost.

However, these segregationist views do not blend well with the recent words of Datu Seri Dr Mahathir Bin Mohamad, the Prime Minister, in Australia, when he urged Malaysian students in Australia, most of whom are Chinese Malaysians, to show their nationalism and remember that "Malaysia is a multi-racial nation." "We would not divide ourselves simply because of race, background or religion but should continue to live together in peace and work for the nation."

Larger class sizes to become new norm

ZIMBABWE

A top Zimbabwean Ministry of Education official has said that ever-larger class sizes must become an accepted norm if schools are to avoid being swamped by untrained teachers.

Speaking at a staff development seminar for senior Zimbabwean education officials in Harare, Mr Elijah Chanakira, the Secretary for Education, said the attempt to maintain an average class size of 40 pupils during the doubling of school enrolments since independence in 1980 had forced his ministry to accept huge

numbers of untrained teachers. Zimbabwe has about 2.3 million pupils and almost half of its 61,000 teachers lack the minimum requirement of an O level qualification and a four-year-teaching certificate. Four years ago there were about 32,000 teachers, of whom 8,000 were untrained.

Mr Chanakira said a class of 54 pupils was now common. New teachers would have to be trained to supervise even larger classes if the numbers of untrained teachers were to be limited.

Mike Williams

Social divisions remain

IRISH REPUBLIC

Ireland is far more class-ridden than England, according to a major study on social mobility.

It suggests that the dramatic expansion in Irish education has not led, as expected, to increased social mobility.

Instead, significant inequalities have remained in Irish education, and available evidence indicates that the association between social origins and educational achievement is stronger in Ireland than in other countries.

As a people, the Irish have traditionally tended to deny the existence of social class boundaries. Their idea of "class" has been influenced by its historical association with the landlord or the Anglo-Irish upper class.

The boundaries between the classes are less visible in Ireland, they are less ritualized and less marked by cultural differences than in other countries. However, these boundaries are very real, according to Christopher Whelan and Brendan Whelan of the Economic and Social Research Institute.

Their study directly contradicts a report published in January by the Educational Research Centre at St

Patrick's College, Drumcondra, Dublin (TES, January 27).

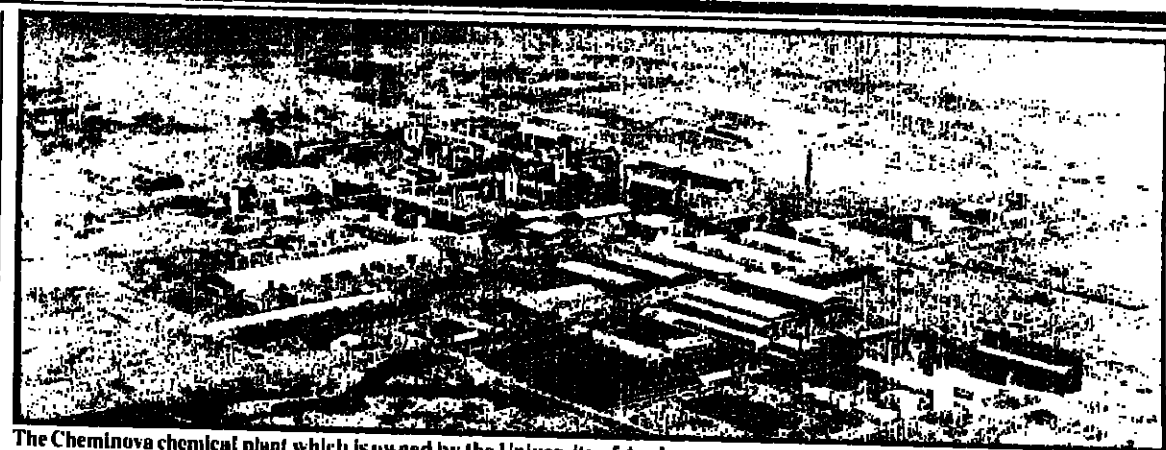
In this earlier work, Drs Kelleghan and Greaney said ability was the main factor in a pupil's progress - they based this on a study of 500 pupils.

But re-assessing the data they came to a different conclusion. They say the earlier work seriously underestimated the effects of class on educational attainment.

Educational inequalities in Ireland are so great that they indicate there has been no significant reduction in association between educational level and class origins, argue the authors. Ireland has a minority of disadvantaged children and schools with obvious social problems and a vast majority of working class children who achieve below their potential.

Social Mobility in the Republic of Ireland: A Comparative Perspective. Christopher T. Whelan and Brendan J. Whelan. Published by the Economic and Social Research Institute, 4 Burlington Road, Dublin 4. Price: IR £7.00. (Special rate for students IR £3.50p).

John Walsh



The Cheminova chemical plant which is owned by the University of Aarhus

University in pollution scandal

DENMARK

The University of Aarhus, Denmark's second most important, has become directly involved in the country's most notorious post-war pollution scandal, centred on the Cheminova chemicals plant in North-west Jutland.

In 1981, Cheminova, which is owned by the government to remove 5,400 tons of deadly poisonous chemical waste from its one square mile site on the isolated Harbores peninsula by the North Sea after tests revealed extensive acid pollution of the land and leakage into the adjacent Limfjord.

All sale of fish caught in waters near the plant was banned in 1981. Last year all fishing in the fjord was banned pending further research into the state of fish life subjected to waste discharged from the Cheminova factory.

The cost of the removal of the first batch of waste - in 26,000 barrels - and its transportation to a subterranean saltmine in West Germany, was estimated at 22 million Danish kroner (£1.6 million). This was carried out initially at the state's expense, but is now being claimed back from Chemi-

nova by the Ministry of the Environment in something of an environmentalist cause célèbre. The ministry has also filed a suit against the plant for committing a breach of Danish environmental laws, by polluting the water table with insecticide waste in 1977-1983. The case, which is expected to be protracted, starts in court today.

Before the end of the year, a further 400 tons of chemical waste is to be removed from the Cheminova site. Pits on the site still contain an estimated 30,000 tons of dangerous acid waste, which the company is to dispose of within the next 10 years. Ironically, the pollution controversy comes to its head at a time when the University of Aarhus, located in Denmark's second city 70 miles to the east of the plant, marks the 40th anniversary of its acquisition by bequest of Cheminova.

Cheminova, which is today a booming commercial concern, comes under the Research Foundation of the University of Aarhus, whose programmes

of scientific research it supports. There are currently 586 employed at the plant, where some 30 trainees and students work on chemical projects and now environmental and ecological research.

Last year was a record for Cheminova, which is one of Western Europe's biggest producers of phosphorus insecticides and pesticides. It has more than doubled its production in eight years, registering last year a record pre-tax profit of Dkr 112 million, double that of 1982.

Since Danish environmental legislation was tightened in 1976, Cheminova has spent an average Dkr 9 million a year on environmental protection measures, including new recycling, sewage, waste purification and storage plants and the clearing of old waste dumps.

The University of Aarhus Research Foundation, the sole shareholders of Cheminova, has been allotted a total of Dkr 4.5 million this year from the profits of the controversial chemical manufacturing operation.

Christopher Follitt



NST

CAA
ATOL 1359

WILL YOU BE TAKING A 'SCHOOLCOACH' TOUR TO ANY OF THESE COUNTRIES IN 1985?

GERMANY

FRANCE

HOLLAND

5 DAY FROM: £83

£75

£78

AUSTRIA

SWITZERLAND

7 DAYS FROM: £98

£105

HAVING CAREFULLY STUDIED OUR COMPETITORS' BROCHURES WE STRONGLY RECOMMEND THAT BEFORE YOU BOOK YOUR TOUR IT WOULD BE ADVISABLE TO LOOK AT OUR NEW 1985 BROCHURE!

PLEASE NOTE

MANY TOURS AT LOWER PRICES THAN IN 1984

FREE SCHOOLGATE PICK-UP IN MAINLAND

ENGLAND SCOTLAND AND WALES

REDUCED MINIMUM GROUP SIZE

MANY AIR TOURS ALSO AVAILABLE AT LOW PRICES

CONTACT: NST FREEPOST, BLACKPOOL FY2 0BR OR REVERSE THE CHARGES TO (0253) 52525

Courses

CAMBRIDGE INSTITUTE
OF EDUCATIONADVANCED DIPLOMA IN EDUCATIONAL
STUDIES

The Institute is offering the following full-time courses leading to the Advanced Diploma in Educational Studies in 1985/8.

EDUCATIONAL THOUGHT

Course members take two linked single units Foundations of Educational Thought and An Exploration of Educational Problems and two single units of personal or professional concern to them.

CURRICULUM STUDIES

Course members choose two linked single units Evaluation in Theory and Practice and Changing the Curriculum, focussing on the problems of managing and evaluating curriculum, change in schools and gaining practical experience in carrying out school-based evaluation and applied research assignments, with two other single units.

EDUCATION IN PRIMARY AND MIDDLE
SCHOOLS

Course members choose two out of three single units: Curriculum Studies 3/13; Teaching and Learning 3/13; and Organisation and Management in Primary Schools, with two further single units.

SCHOOL ORGANISATION AND MANAGEMENT
Members take either Organisation and Management in Primary Schools or Organisation and Management in Secondary Schools together with Applied Management in Education, which explores managerial processes and problems and the interpersonal dimensions influencing the quality and type of interaction within schools. Two further single units are taken.

SPECIAL EDUCATIONAL NEEDS

In addition to two core units Structure and Organisation of Services for Children with Special Needs; and Individual Differences, Assessment and Programming, two additional units are taken, at least one from: Communication Skills for Children with Learning Difficulties in the Ordinary School; Designing Special Educational Settings and Programmes; and The Nature of the Curriculum for Children with Learning Difficulties.

SECONDARY EDUCATION

The Secondary Education orientation offers a broad grouping of four single units of which two cover 14/19: Education and Training and Organisation and Management in Secondary Schools.

Further details may be obtained from the Secretary, CIE, FREEPOST, Shaftesbury Road, Cambridge CB2 1BR.

Schools can't be
run just with
expediency

Sir - Many of the worries expressed by Dr John Welton and Mr John Conder in last week's letters on the training of headteachers are groundless since they stem from the startling inadequacy of Bert Lodge's account of Education plc (TES, August 17).

Almost half Mr Lodge's account focuses on David Tredwell's work. Five distinguished contributors to the booklet - Janet Maw, Peter Mitchell, John White, Pamela Young and Janet Ouston - are ignored, and the two that are mentioned are soundly distorted and misrepresented.

Contrary to Dr Welton's assertions none of the contributors suggest the DES training initiative is "based on a simplistic transfer of industrial management experience to schools", nor are they advocating a deliberate blindness to management practice in public service, industrial or commercial organisation.

The "arrogance" of the contributors (presumably excepting Dr Pamela Young who co-directs Dr Welton's management training courses) thus disappears since none are suggesting we have nothing to learn from comparative study of other management and training practice.

If we ignore the stock responses about "unworkable-in-practice views", much of Mr Conder's letter exemplifies the very thinking which wrongly characterizes much of the writing on the training of headteachers. Two points above all others bear some scrutiny.

Firstly, Mr Conder's talk about

different managerial styles seems to advocate a chameleon approach to management which is as disturbing as it is commonplace. He talks of autocracy as an "imposed leadership structured style" and democracy as a "participative-considerate style" and suggests that each is to be implemented according to appropriate "management and work situations". The moral and political foundations of autocracy and democracy are simply ignored. Expediency and, ultimately, manipulation thus become the real touchstones of managerial practice.

This moral blindness provides part of my second worry about Mr Conder's letter. In advocating the blandly unobjectionable goal of "management creating happiness and efficiency in schools" Mr Conder begs the most important questions of all - those which have to do with moral, aesthetic and intellectual value.

Finally, Mr Conder might consider contacting Peter Mitchell in connexion with his Sheffield University inquiry: until recently he was headteacher at Quintin Kynaston School, London. I'm sure he would have much to contribute. Failing that he might like to read Professor Mitchell's contribution to Education plc. Or mine. Or anyone's.

MICHAEL FIELDING
Deputy Headteacher
Brindley Hall School
Stantonbury Campus
Milton Keynes

make proposals on educational methods and practice by a weak or vague educational management. It is not the fault of governors if they come up with industrial or commercial solutions to educational problems, when indeed they usually work in the private sector. What surprises me is that like is not compared with like, i.e. what are other similar FE colleges doing? And does it work?

Finally, can it actually be harmful to sincerely consult the teaching staff? There is a common sophistry held by our more autocratic heads and principals that academic management, resources and provisions are quite, quite separated and that teachers must only be concerned with the last of these, which actually incapacitates their academic boards. But perhaps this is the intention.

PAT WILDING
4b Cavendish Parade
London SW4

A feature of the old organization had been a lack of clarity in defining the "line" and "staff" roles of senior management and from my experience either as a principal or as a teacher in other colleges, there had not been clear separation of responsibility for management of the academic process and responsibility for the administration of the resources; principally personnel and finance which support it. It was for that reason that the reorganization took place.

We sincerely hope it will reduce the administrative burden of the teaching staff and therefore help the students.

P. PHILLIPS
Principal
Croydon College

Credit where . . .

Sir - In January of this year Berlin's three SCEA first schools were inspected and the HMI Inspector's report duly published. All three schools were highly praised and we awaited the TES report with a certain amount of pleasurable anticipation.

However, Ms Passmore's article of August 17 was found to concentrate not upon any positive achievement but upon those aspects of the work of The Havel School which were found to be less than satisfactory when it was inspected well over a year ago.

Most surprising of all, the article was capped with a headline which sug-

gested that the most significant feature of the Berlin inspections was the fact that The Havel School had been "almost too clean".

The work of the three first schools was said to have "compared favourably with the best of primary schools in the United Kingdom". Nevertheless this warranted no more than one and a half paragraphs and the schools were not even named.

It is time that due recognition was given to a great deal of very good work which goes on in SCEA schools, often under difficult circumstances. It is not always easy to convince the service community that SCEA schools match up to those in the UK. Yet, please



Mary Whitehouse

New champion

Sir - Am I one of many who were gratified to see the taboo of censorship being prodded in the article by Mr Beverly Anderson headlined "Spielberg springs a nasty shock" (TES, August 24)?

Whilst the Philistine propaganda of pornography flourishes under the protection and promotion of the media, Goliath, the only visible champion of the innocent and ignorant are the fuddy duddies and the lunatic fringe. Meanwhile the purveyors of sex and violence, ushered in by the freedom loving culture of post-war youth who have naively swept away society's standards of moral reference, operate without hindrance from any coherent opposition.

As for the likes of Whitehouse or Muggeridge - bless their cotton socks - and a few cranky religious groups - they are about as relevant as cavalry in a tank battle.

L. G. BOLLON
(Middle School Teacher)
42 Lincoln Street
Norwich
Norfolk

Great horror

Sir - I was shocked to read the article "Spielberg springs nasty shock". Firstly, I would like to point out a mistake. The film clip in *Indiana Jones* with a man having his heart clawed out was not cut from the British version.

Greninus is a Steven King book, and he's famous for horror books. And in the United States they don't care about violence or horror, just sex. I read *Greninus* and laughed my head off. I'm keeping the film of *Greninus* in a PG since I am only 11 years old.

ALASDAIR SHANKS
5 Old Park
Ridings
London

Pimlico 'bias'

Sir - I hope you will allow a brief postscript to the CND School - sub-title, *Reds among the BEs* - story that you published some weeks ago.

I am currently analysing Pimlico School's examination results. Among them I find Evans T. Government and Politics, A Level, Grade A: indeed - and the faces of my colleague Miss O'Malley and the members of her department must surely turn blue with embarrassment as I reveal it - of ten candidates, seven obtained Grade A and two Grade B.

Could this sinister statistic point to some wider, deeper conspiracy, even among the university's examiners?

E. McNEAL
Acting Senior Master,
Pimlico School

compete with the best. Here was a fine opportunity, we thought, to show the unconvincing that the highest standards can be, and often are, achieved.

STUART GREENWOOD
Ex-headteacher
Spandau First School
Berlin

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Eng Lit the touchstone
for A level literacy

Sir - The great interest taken by the general public as well as the profession in *Marking Time* (TES August 17), may be due to the ready accessibility of the subject matter. We all speak, read and write English. I suspect that A level maths, with an entry almost as large, throws up as many agonising howlers and provokes as much hand-wringing, but in the less widely understood language of mathematics.

Unlike, say, classics, the entry for A level English literature does include many people who are only marginally qualified to take the course at all and have no ambitions to go on to university. For some of them, a grade E pass is a real reward for their work and gives their teachers considerable satisfaction.

With or without the extended essays and folder work now being introduced by some boards, the externally marked examination in English literature still exists, as it does in other subjects, as a useful check on standards, and on teachers' prejudices too.

Candidates need to be protected from Melvyn Elphce (A level justice, TES, August 31) whose grade A student "could have been demolished in two minutes of viva voce". Something in me screams at such arrogance and vindictiveness, and I'm glad he didn't have the chance to do it. The teacher who believes that he or she knows a student well may be fallible. The examiner, assessing an actual examination performance, aims to be objective.

BARBARA FISHER
English Section
Newcastle College of IE and Art
Staffordshire

It would help the confidence as well as the language potential of children to know there are correct as well as appropriate ways of using spelling.

GERAINT LLOYD-EVANS
18 Holyfield Close
Tring
Hertfordshire

What we need to restate time and again in a solely linguistics-ridden society is that literary language and literary appreciation is for some the natural reward for years of what may have seemed at the time (and only at the time) rather irrelevant elements of study. Let us reaffirm, too, the need to educate for poetry as much as for the instant response.

What we need to restate time and again in a solely linguistics-ridden society is that literary language and literary appreciation is for some the natural reward for years of what may have seemed at the time (and only at the time) rather irrelevant elements of study. Let us reaffirm, too, the need to educate for poetry as much as for the instant response.

What we need to restate time and again in a solely linguistics-ridden society is that literary language and literary appreciation is for some the natural reward for years of what may have seemed at the time (and only at the time) rather irrelevant elements of study. Let us reaffirm, too, the need to educate for poetry as much as for the instant response.

What we need to restate time and again in a solely linguistics-ridden society is that literary language and literary appreciation is for some the natural reward for years of what may have seemed at the time (and only at the time) rather irrelevant elements of study. Let us reaffirm, too, the need to educate for poetry as much as for the instant response.

What we need to restate time and again in a solely linguistics-ridden society is that literary language and literary appreciation is for some the natural reward for years of what may have seemed at the time (and only at the time) rather irrelevant elements of study. Let us reaffirm, too, the need to educate for poetry as much as for the instant response.

What we need to restate time and again in a solely linguistics-ridden society is that literary language and literary appreciation is for some the natural reward for years of what may have seemed at the time (and only at the time) rather irrelevant elements of study. Let us reaffirm, too, the need to educate for poetry as much as for the instant response.

What we need to restate time and again in a solely linguistics-ridden society is that literary language and literary appreciation is for some the natural reward for years of what may have seemed at the time (and only at the time) rather irrelevant elements of study. Let us reaffirm, too, the need to educate for poetry as much as for the instant response.

What we need to restate time and again in a solely linguistics-ridden society is that literary language and literary appreciation is for some the natural reward for years of what may have seemed at the time (and only at the time) rather irrelevant elements of study. Let us reaffirm, too, the need to educate for poetry as much as for the instant response.

What we need to restate time and again in a solely linguistics-ridden society is that literary language and literary appreciation is for some the natural reward for years of what may have seemed at the time (and only at the time) rather irrelevant elements of study. Let us reaffirm, too, the need to educate for poetry as much as for the instant response.

What we need to restate time and again in a solely linguistics-ridden society is that literary language and literary appreciation is for some the natural reward for years of what may have seemed at the time (and only at the time) rather irrelevant elements of study. Let us reaffirm, too, the need to educate for poetry as much as for the instant response.

What we need to restate time and again in a solely linguistics-ridden society is that literary language and literary appreciation is for some the natural reward for years of what may have seemed at the time (and only at the time) rather irrelevant elements of study. Let us reaffirm, too, the need to educate for poetry as much as for the instant response.

What we need to restate time and again in a solely linguistics-ridden society is that literary language and literary appreciation is for some the natural reward for years of what may have seemed at the time (and only at the time) rather irrelevant elements of study. Let us reaffirm, too, the need to educate for poetry as much as for the instant response.

What we need to restate time and again in a solely linguistics-ridden society is that literary language and literary appreciation is for some the natural reward for years of what may have seemed at the time (and only at the time) rather irrelevant elements of study. Let us reaffirm, too, the need to educate for poetry as much as for the instant response.

What we need to restate time and again in a solely linguistics-ridden society is that literary language and literary appreciation is for some the natural reward for years of what may have seemed at the time (and only at the time) rather irrelevant elements of study. Let us reaffirm, too, the need to educate for poetry as much as for the instant response.

What we need to restate time and again in a solely linguistics-ridden society is that literary language and literary appreciation is for some the natural reward for years of what may have seemed at the time (and only at the time) rather irrelevant elements of study. Let us reaffirm, too, the need to educate for poetry as much as for the instant response.

What we need to restate time and again in a solely linguistics-ridden society is that literary language and literary appreciation is for some the natural reward for years of what may have seemed at the time (and only at the time) rather irrelevant elements of study. Let us reaffirm, too, the need to educate for poetry as much as for the instant response.

What we need to restate time and again in a solely linguistics-ridden society is that literary language and literary appreciation is for some the natural reward for years of what may have seemed at the time (and only at the time) rather irrelevant elements of study. Let us reaffirm, too, the need to educate for poetry as much as for the instant response.

What we need to restate time and again in a solely linguistics-ridden society is that literary language and literary appreciation is for some the natural reward for years of what may have seemed at the time (and only at the time) rather irrelevant elements of study. Let us reaffirm, too, the need to educate for poetry as much as for the instant response.

What we need to restate time and again in a solely linguistics-ridden society is that literary language and literary appreciation is for some the natural reward for years of what may have seemed at the time (and only at the time) rather irrelevant elements of study. Let us reaffirm, too, the need to educate for poetry as much as for the instant response.

What we need to restate time and again in a solely linguistics-ridden society is that literary language and literary appreciation is for some the natural reward for years of what may have seemed at the time (and only at the time) rather irrelevant elements of study. Let us reaffirm, too, the need to educate for poetry as much as for the instant response.

What we need to restate time and again in a solely linguistics-ridden society is that literary language and literary appreciation is for some the natural reward for years of what may have seemed at the time (and only at the time) rather irrelevant elements of study. Let us reaffirm, too, the need to educate for poetry as much as for the instant response.

LETTERS

Literary plea

Sir - It has been very interesting and heartening to read the account given by the A level English examiner (Marking Time, TES August 17) together with the letters and "Talk-back" contributions (notably Bring Back English, TES August 31).

However, one point at least still needs firmly to be said and that is, let us retain literary study for A level at all costs in English at the expense of a merely functional and belated look at "language". Indeed, what all the articles are really demanding is a more practical and definitive look at how language works within and beyond the primary phase of education.

It would help the confidence as well as the language potential of children to know there are correct as well as appropriate ways of using spelling.

Community links

Sir - I write with regard to the article "The man of peace who was forced to go to war" (TES, July 6).

This centre arranged a study course for teachers from the South-west of England in April of this year to help develop a greater awareness of Northern Irish educational issues.

During the visit we were fortunate enough, as part of our programme, to be able to visit the St Louise's comprehensive school and discuss with Mrs Pauline Murphy and her students in the community education area, the effect that community education opportunities available at St Louise's had upon them.

On behalf of our visiting group I categorically state that we were all extremely impressed by the enthusiasm and interest that those students

had for this course which was aimed at helping foster community education and links in every sense.

It is very evident that, as correctly stated in the article, there is a substantial need for such educational provision despite the appalling unemployment levels in West Belfast. We felt being very impressed by the excellent work at St Louise's but read with very real concern in the article the comment that currently no attempt will be made to formalize support in the form of an FE College in West Belfast. It would seem that if such support should not be given, another example of excellent educational innovation fulfilling an essential social need will once again be stifled.

ROGER W R MORGAN
Director
Centre for International Studies
Rolle College, Exmouth, Devon.

had for this course which was aimed at helping foster community education and links in every sense.

It is very evident that, as correctly stated in the article, there is a substantial need for such educational provision despite the appalling unemployment levels in West Belfast. We felt being very impressed by the excellent work at St Louise's but read with very real concern in the article the comment that currently no attempt will be made to formalize support in the form of an FE College in West Belfast. It would seem that if such support should not be given, another example of excellent educational innovation fulfilling an essential social need will once again be stifled.

ROGER W R MORGAN
Director
Centre for International Studies
Rolle College, Exmouth, Devon.



John Sallis

the recommendations made by the Taylor Report.

JOHN COE
Chairman, NAPE
155 High Street
Chalgrove
Oxfordshire

the recommendations made by the Taylor Report.

JOHN COE
Chairman, NAPE
155 High Street
Chalgrove
Oxfordshire

the recommendations made by the Taylor Report.

JOHN COE
Chairman, NAPE
155 High Street
Chalgrove
Oxfordshire

the recommendations made by the Taylor Report.

JOHN COE
Chairman, NAPE
155 High Street
Chalgrove
Oxfordshire

the recommendations made by the Taylor Report.

JOHN COE
Chairman, NAPE
155 High Street
Chalgrove
Oxfordshire

the recommendations made by the Taylor Report.

JOHN COE
Chairman, NAPE
155 High Street
Chalgrove
Oxfordshire

the recommendations made by the Taylor Report.

JOHN COE
Chairman, NAPE
155 High Street
Chalgrove
Oxfordshire

the recommendations made by the Taylor Report.

JOHN COE
Chairman, NAPE
155 High Street
Chalgrove
Oxfordshire

the recommendations made by the Taylor Report.

JOHN COE
Chairman, NAPE
155 High Street
Chalgrove
Oxfordshire

the recommendations made by the Taylor Report.

JOHN COE
Chairman, NAPE
155 High Street
Chalgrove
Oxfordshire

the recommendations made by the Taylor Report.

JOHN COE
Chairman, NAPE
155 High Street
Chalgrove
Oxfordshire

the recommendations made by the Taylor Report.

STOCKPILER
The Investment Game for Sixth Formers

Stockpiler, the investment game for sixth formers is designed to encourage them to understand the Stock Market, without the risk of losing real money, and to help them develop analytical skills and the ability to work in groups for decision taking. It is sponsored by Williams & Glyn's Bank and organised by the British Junior Chamber.

The game is open to schools and sixth form colleges in England and Wales, Northern Ireland and the Channel Islands. Over one thousand schools now enter annually.

Prizes are donated by Williams & Glyn's Bank as follows:-

1st placed team will receive The Stockpiler Trophy, to be held for one year, a two day visit to London as guests of the Bank, a cash prize of £1000

to the school and cash prizes and a miniature trophy to the team members.

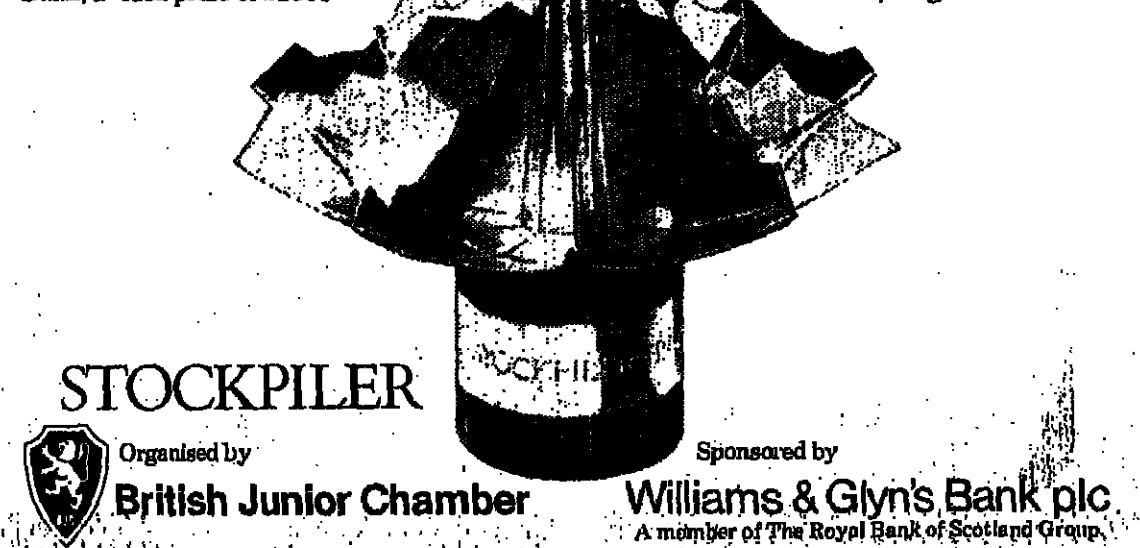
2nd placed team will receive a cash prize of £500 for the school and cash prizes and certificate for the team members.

3rd placed team will receive a cash prize of £250 for the school and cash prizes and a certificate for each member of the team.

4th to 20th placed teams receive £50 for their schools and certificates for the team members.

Entry forms, which must be returned by 30th September 1984 are available from the organisers:

BRIGHTON & HOVE JUNIOR CHAMBER
63A Mile Oak Road,
Portlade, Brighton BN4 2PJ.



STOCKPILER
Organised by
British Junior Chamber

Sponsored by
Williams & Glyn's Bank plc
A member of The Royal Bank of Scotland Group.

Bristol
Polytechnic

Part-Time
Post-Graduate
Courses in
History

1. Part-Time M.A. Course in History

A three year CNA evening course of four graduates the opportunity to do part-time post-graduate work in History through taught courses and a dissertation. The degree includes a core course in Theory and Practice of History and a choice of one special subject from:-

Working-Class History, 1850 - 1914
Business, Labour and the State in Modern Britain, 1850 to the Present.
British Foreign Policy, 1900 - 51.
The course begins in January 1985. Closing date for applications 26 October 1984.

For further information please contact:-
Admissions Officer, Bristol Polytechnic,
Coldharbour Lane, Frenchay, Bristol BS16 1QY.
Tel: Bristol (0272) 866261.

2. M.Phil./Ph.D. by research

Supervision is available in the areas of Modern British, European and International History, and Intellectual History.

For further information please contact:-
June Hannam, Department of Humanities, Bristol Polytechnic, Coldharbour Lane, Frenchay, Bristol BS16 1QY. Tel: Bristol (0272) 866364 ext 246.

For further information please contact:-
June Hannam, Department of Humanities, Bristol Polytechnic, Coldharbour Lane, Frenchay, Bristol BS16 1QY. Tel: Bristol (0272) 866364 ext 246.

TALKBACK

Out of tune

HILARY GASKIN

Jasper Kay's article, *Goodbye to All That* (TES June 29), made a great many points about our present secondary school system which invite discussion.

His first complaint is that 20th century comprehensive schools are following a 19th century grammar school curriculum, one "based on academic work". As he puts it, "our basic tools are books, papers and pens. And yet for many children these things are of comparatively little importance." Mr Kay's implication is that teachers should accommodate these children rather than vice versa. Yet if nobody had taught Mr Kay to find these things important, he might now be a great deal less able to think deeply about the situation he finds himself in, and to communicate his thoughts

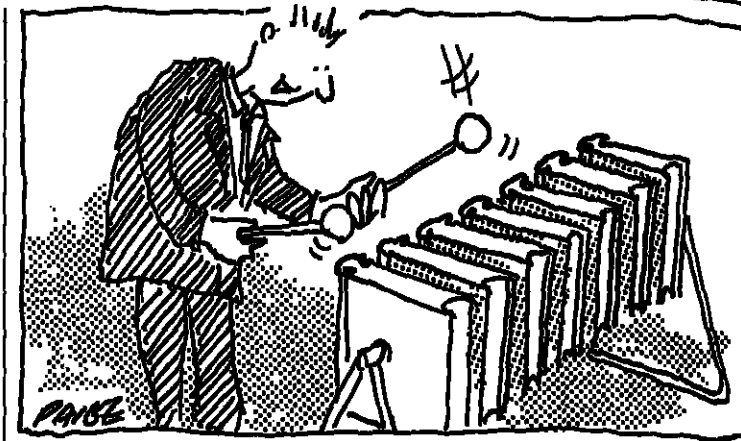
clearly to us on paper. "What are secondary schools trying to do?", he asks. He laments the divisions of the time-table, the divisions of the school day, the exam system and the lack of emphasis on the practical aspects of all subjects. To answer these in turn, children need and thrive on a variety of teachers and approaches, and it is surely a much kinder system to allow them to put a subject down after an hour or so, and take up another one. When I was at school (not all that long ago) I found science difficult, and the idea of spending an entire day, let alone a week, doing nothing else would have made my blood run cold.

"The biggest hindrance to all real education", according to Mr Kay, is the "exam system", which "records only a certain type of skill and ignores many other much more important qualities". The exam system may well record certain qualities, but the idea that these are the more important ones is all too prevalent and needs to be roundly refuted. They are simply different.

Exams test a pupil's ability to perform well under pressure - a skill

which is certainly tested in real life (most of us learn to drive, among other things) and which also forms a crucial part of higher education. Mr Kay talks of "an end to all exams except for those pupils going on to further or higher education", but does not tell us how he would propose to identify the pupils bright enough to sit these exams - or implement such a divisive plan within the comprehensive system. Nor does he confront the possibility that exams might actually galvanise a pupil into reaching the standard required by further or higher education.

This brings us to a crucial question, raised indirectly by Mr Kay's article: if secondary schools change their system to focus much less on "academic" work in the traditional sense and much more on practical, what do colleges and universities to then? Do they change their systems? The problem that secondary schools face is that children are being taught more to use hearing words from a textbook than to seeing them on a page; the result of this is that they are becoming more resistant to the "page-based", traditional methods of teaching in schools. But if the schools accommodate themselves to



supply the written word, then it simply means that the buck is passed on to the next stage of the education system. In the Scottish Higher exam in my subject, music, the academic aspects are gradually being made optional, which means that pupils will start arriving at college and university lacking the most basic techniques of writing music. This will place the colleges

and universities in an impossible position. But then Mr Kay possibly wasn't aware that academic work goes on in music at all. He pays students of music the backhanded compliment of finding our subject in "the enormous list of leisure".

Hilary Gaskin researches and teaches music in Cambridge

Can I do Sir now?

ELIZABETH WEST

Our cleaner (who is paid £1.8026 per hour) is a hard-working woman of mature years who left school in 1939 and she has never since entered a state primary school; leastways not until she started work with us last year.

Having received the benefit of a state education which was then termed "elementary", she is totally out of date with modern attitudes, concepts and opportunities and is completely baffled by much of what she sees in the classrooms that she cleans. She knows that the I.C.S. is desperately short of money (she has read this in the newspaper) and so she retrieves from wastepaper baskets any half-filled exercise books, blank sheets of paper or abandoned pencils, and carefully piles them upon the teacher's desk.

But of most concern to her is what she sees written upon the classroom blackboard. Any teacher foolish enough to leave sentences written across the board will find next day that all spelling mistakes have been circled



in chalk. And any teacher guilty of more than one error is liable to find "8/10 - teacher must try harder" chalked alongside.

Our cleaner doesn't limit her attention to blackboards. First-year junior teacher Mr Bagg found his notice to parents "The sponsored (sic) walk on Friday" circled in red felt-tip, and the deputy head's carefully written poster advertising the Summer "Bazaar" was awarded an expostulated underlining and several red felt-tip exclamation marks.

Our cleaner (who suspects that teachers are paid somewhat more than £1.8026 per hour) once grumbled to me about these modern standards.

English re-examined

KEITH BARDGETT

I can only assume that the recent article by the anonymous A level examiner *Marking Time* (TES August 29) was meant to be provocative. It succeeded in provoking me to such an extent that it is hard to know where to begin.

His credentials are themselves revealing. He is "freelance" with "a few private pupils", and his "connection with the brute facts of secondary schooling is tangential". I must come clean. I have only taught English in comprehensive schools for 15 years, and I therefore approach my task with considerable timidity.

I begin to understand what he means by "brute" and "schooling" when I read "It is difficult to see that, from the exam-results point of view, parents paying for private education are always getting things that could not be got to a good comprehensive".

What things? Better teaching? More highly qualified teachers? Frankly, this is an insult to the thousands of English teachers in good and not-so-good comprehensives, and I for one take great exception to it. His "sample" is, he confesses, small, and yet, from this he can make such generalization as "The small girls' schools, are, frankly, bad without exception".

If one of my pupils jumped to such a conclusion on such flimsy evidence, I would object, yet he is very quick to condemn "generalizations" written under considerable pressure of time by candidates who are, after all, still schoolchildren.

"The first class scripts seem to come from nowhere in particular", he says with surprise which is frightening. If schools are genuinely trying to respond to examiners' reports, which urge us year after year to produce genuine and individual response to texts, then to hear that "the large private schools can be very dull even though they are generally well enough drilled to pass muster" is profoundly discouraging. (Incidentally, since he regularly draws the line at incoherence, I must assume that the "they" to which he refers are the pupils, and not, as his grammar suggests, the schools themselves.)

He is worried about pupils who are "fragile" armed with the smattering of a few odes and novels and led to think that they are "literate". It was always thought of as level syllabuses, with some honourable exceptions, still consist of lists of totally random texts, from which schools make a totally random choice based on what is in the stock cupboard. You cannot blame a horse at Hickstead for the design of the course.

To say that "The system is not, I think grossly unfair" is not only to fly in the face of the evidence presented by the JMB in the pamphlet *Problems of the GCE Advanced Level grading scheme* as long ago as June 1983, but is, in its timing, a display of gross insensitivity to the large number of pupils who now find that they are losers in the game which he describes as "the discrepancy" to be found in the B and D grades.

That "examiners only deal with the two or three papers set" is defence. The myth that they somehow balance each other out is widespread but if this examiner's views are common, then I suspect the opposite is more likely to be the case.

He does not believe that "many of these candidates could write unaided decent letters of application for a job and he 'fondly imagined that these were matters dealt with at O level'". They are, Mr Examiner, and if you know what was more than 'magical' you would know it as well.

He finds it "hard to believe that the exam was either testing or educating". I find it even harder to believe that he can believe that an A level examination, per se, could ever be seen as educational. That is not its purpose. As to "testing", "not one single script reached his exacting standards".

I was heartened that, as he collected his not substantial cheque for allowing himself to be "reduced to the status of a machine, processing crucial decisions with ruthless speed and detachment" he felt "obscurely guilty", but this was quickly outweighed by the greater conviction that I am quite sure he has no idea why he should really feel guilty, because his English and mine are different creatures.

Let me end on something he feels sure about - "chaotically long sentences without main verbs". Try this on your classes.

QUESTION: What is the main verb in the following sentence? Rewrite it in such a way as to make a series of perfectly intelligible, short, simple sentences.

TEXT: "To a full time teacher GCE exam scripts can bring few surprises, but as someone whose connection with the brute facts of secondary schooling is tangential - I am 'freelance' with a few private pupils - the moment in late June when the first batch of fat official envelopes thud ominously on the doormat, is almost exciting."

Don't do as I do; do as I say.

Keith Bardgett is Deputy Head Monkseaton High School, Whitley Bay, Tyne and Wear.

Activity Centres

DARTMOOR EXPEDITION CENTRE
Twelve years experience in multi-activity and specialist courses for schools, colleges and youth groups all year. Professionally run, mountain farmhouses, Centre with full bunkhouse accommodation; mountain lake, atmosphere.
Self-catering in off-season.
Also M.L.T.B. and instructors courses for work.
Special courses by arrangement to suit groups.
Full details John Barr, D.E.C., Dartmoor, Devon. Tel. Walscombe (0346) 249.

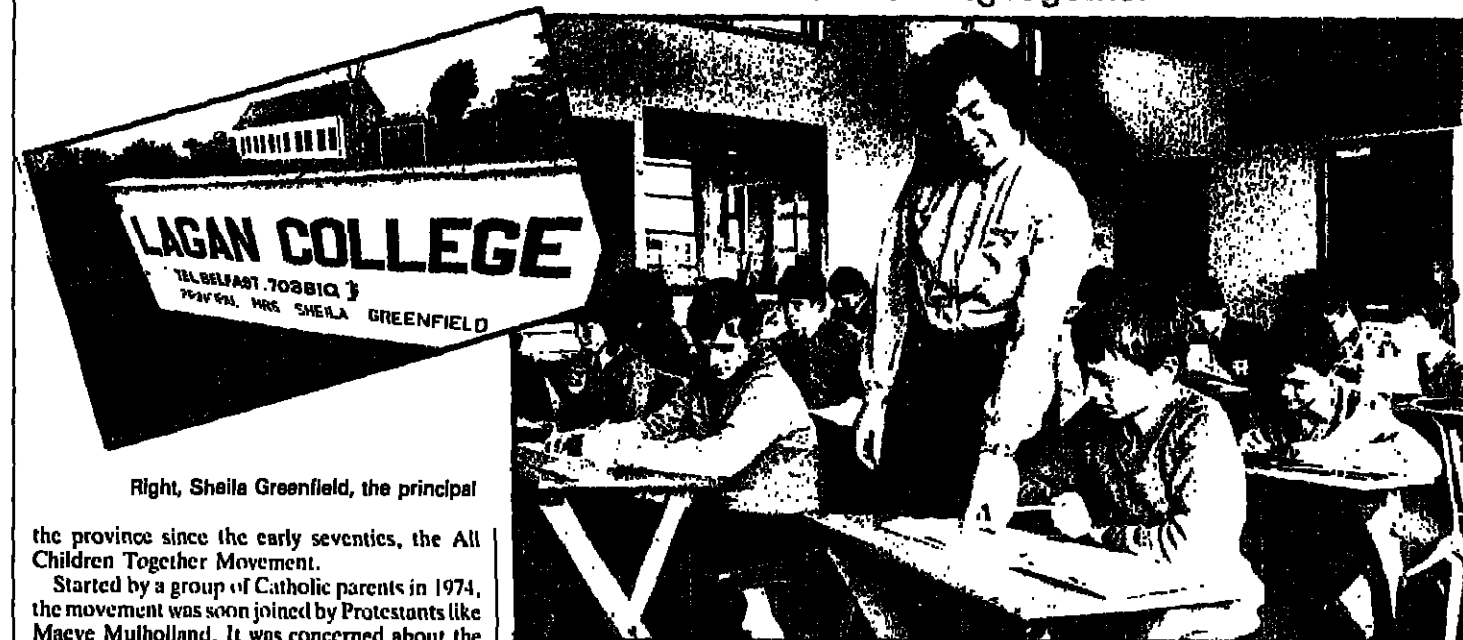
CADARN TRAIL RIDING FARM

Riding and trekking courses in Brecon Beacons National Park. Trail riding a specialty. Accommodation for up to 40 pupils. Ages 9-17. All standards of riders. Weekends, mid-week, holidays. Brochure - 04874 680.
(24 hour answering service)
CADARN TRAIL RIDING FARM, Valley, Three Copses, Brecon, Powys.

FEATURES

Look at life from both sides now

Sara Parker visits the Belfast school created by Catholics and Protestants determined to see their children learning together



Right, Sheila Greenfield, the principal

It is unlikely that a school anywhere in the British Isles ever started up in such a hostile atmosphere as Lagan College did. When it opened its doors three years ago in a scout hut just outside Belfast teachers, parents and pupils were picketed by local residents, and feelings had been whipped up against the school by some members of the local council.

For in a province embittered by terrorism and divided by religion, Lagan College wanted to do what other secondary schools had failed to do: to cross the sectarian divide with a fully integrated system of education.

Today, the school has achieved its aim. Catholics are taught alongside Protestants, teachers come from both churches, and both sides of the Northern Ireland question are considered in the classroom.

Now established in some disused primary school buildings in the tranquil setting of Castlereagh about 20 minutes drive from the centre of Belfast, Lagan College was granted "maintained" status by the Government in April this year. In Northern Ireland terms, this effectively means the school is voluntary-aided with 85 per cent of the capital costs and all the running expenses of more than £201,000 a month paid from public funds.

Pupil numbers have reached about 280 and this term it begins its first CSE and O level classes. Eventually, it expects to have 450 on roll, aged between 11 and 16, but at present it is having to turn pupils away for lack of space.

At the moment, there are 17 staff in all - nine full-time and eight part-time - and for both teachers and pupils, the split between Catholics and Protestants is quite deliberately 50:50.

Lagan College has come a long way from 28 pupils and two teachers in the scout hut, where everything had to be cleared up and locked away in cupboards at the end of each day. But according to Tony Spencer, a parent, the setting up of the school in such conditions and with very little money was "an act of desperation by a group of angry parents, who had been denied the right to integrated education because it didn't really exist".

Polls in the past few years had shown that at least two-thirds of parents in the province wanted integrated education. Indeed, a few Catholic parents were already sending their children to state schools, which are largely attended by Protestants only, although the feeling was that it was more "assimilation" rather than "integration".

For those, even fewer Protestant parents, who sent their children to Catholic schools, the religious influence was even stronger and the assimilation effect even greater. In Northern Ireland, the Catholic schools have opted out of the state system and are run on a direct grant basis which gives them almost complete autonomy.

In the summer of 1981, when the Catholic and Protestant communities were further polarised by the Maze hunger strikes, Tony Spencer got together with another parent with the aim of opening Lagan College in the autumn term. Sending a child to an integrated school, particularly then, was a brave decision to take in the face

'Parents knew if they took no action it would be too late'

of objections from relatives and the Church. But during those hectic weeks of public meetings, fund-raising, finding premises and getting planning permission, teachers and equipment, Tony Spencer remembers: "It was unbelievable the support we got. People would stop you in the street, in the post office, and say 'what a marvellous thing you're doing'. It was unbelievable the number of people who helped in some small way."

It was decided that the school should be a mixed ability comprehensive though in many parts of Northern Ireland the 11-plus is still going strong. A lecturer in social studies at Queen's University, Tony Spencer, is a Catholic with his roots in Northern Ireland although he only came to live in the province 14 years ago. The other founder parent, mother-of-three Maeve Mulholland, is a Protestant with a teacher husband. Both had children who at 11 were ready to go on to secondary school.

"I think the parents knew if they took no action now, it would be too late for their own families - and that was why they went ahead so rapidly," says Sheila Greenfield, principal of Lagan College, with some 24 years teaching experience, half of which was in a comprehensive school in Sheffield. She was in fact appointed before the parents even knew if they had the funds to pay for.

Although the setting up of a school was rushed through, literally in the summer holidays, it has its foundations in a well-established organization which has campaigned for integrated education in

the province since the early seventies, the All Children Together Movement.

Started by a group of Catholic parents in 1974, the movement was soon joined by Protestants like Maeve Mulholland. It was concerned about the high percentage of church representation on school boards of governors, which they felt made it virtually impossible for any level of real integration.

Initially, parents in the movement canvassed churches and local education authorities to try and change the situation. The Catholic church was - and still is, in the main, against integrated education. The Protestant churches voiced support but said they could do nothing about it because of the present management structure.

In 1978, the movement succeeded in getting a private member's bill through parliament which allowed the Protestant state schools in Northern Ireland to change their management structure, reducing the church's influence. No secondary schools did.

Such was the frustration of parents like Tony Spencer and Maeve Mulholland and the All Children Together Movement that the setting up of a school like Lagan College was only a matter of time.

"We never wanted to set it up outside the state system but we had to in the end," says Tony Spencer. "I believe that parents have the right to make decisions about the education of their children... and as a Christian I want to see Christians come together to try and find a solution to the problems of this province."

Equally, Maeve Mulholland feels it is vital that her children experience the other side of a divided community, saying: "No matter how moderate you think you are, you've been brought up in a certain tradition and you have the views of that tradition. What we're trying to do is to get our children to have a bit of both sides."

There is little doubt that integrated education in Northern Ireland seems to have the Government's approval in principle, and certainly outside agencies have tried to introduce it in the past. In 1979, a team from the Netherlands offered £250,000 for just such a scheme. It never got off the ground but it made the parents of the All Children Together Movement think how they might achieve a similar aim.

By the time Lagan College was proposed, the movement had established a credibility which helped raise money through charities and trusts for such a scheme - indeed, one trust pledged £15,000 a year for the first three years of the school.

The total cost of those first years has, however, been nearer £500,000, and has included £180,000 raised through a public appeal for a building at the Castlereagh site for practical subjects from science and home economics to art and design.

It has been a struggle - but although an independent school until April with tuition fees of £600 a year, Lagan College has from the start drawn in pupils from all kinds of backgrounds. Bursaries have been awarded to those unable to afford the fees, and children have come from hard line Catholic and Protestant areas such as the Dilys Flak and Shankhill Road, as well as comfortable middle-class homes. "Even the first 28 were a very mixed group, half

of whom couldn't afford the £600 a year," says Sheila Greenfield.

Inevitably, Lagan College has its critics among other schools - some say it is middle-class, others complain that with falling rolls there is no need for another school in the Belfast area - but surprisingly enough the original protests on the grounds of integrated education seem to have died down.

Pupils come to the school from anything up to 20 miles away and this practical problem alone assures continued parental involvement. They bring them in cars and even drive the school bus. It is such involvement which has been evident right from the start when parents did everything from running the tuck shop to cleaning the scout hut floor.

Throughout, they have continued to run fund-raising events and organize clubs and family outings. Last October, there was a weekend away for over 50 families in the country some 70 miles from Belfast. Out of this, a network of parent groups have been set up in the Lagan College catchment area.

There are three parents on the board of

'One mother was told she had committed a mortal sin'

governors and a Parents Council with two representatives elected from each school year, all of whom put forward their views to the teaching staff... from the Protestant and Catholic points of view.

"You can't ask children to integrate if the parents don't do the same," says Sheila Greenfield. "Parental involvement is crucial with us. Trust is so much more important in a situation where misunderstandings can arise, like Northern Ireland."

Regular meetings are held between parents and staff to discuss sensitive areas of the curriculum such as religious education and history - and normally there is at least an 80 per cent turn-out.

The key problem area of RE is dealt with cautiously by two RE heads one Catholic and the other Protestant. Two periods a week are taught in mixed groups of Catholics and Protestants but the third is turned over to a chaplain or priest who takes individual groups of their own particular religion.

The school has five visiting chaplains from all the Protestant Churches in Northern Ireland, but there is no official Catholic priest although they do come in from time to time on an unofficial basis.

John Herron joined last September as the Protestant head of RE from a state grammar school in Belfast. He describes himself as "one of a growing minority of teachers interested in teaching both sides".

Although he is aware of the problems of balance and his own particular commitment to the Protestant church, he finds that teaching a mixed group is in some respects easier because the whole religious question is "out in the open".

His previous school had a few Catholics but he says it was often difficult to identify them without the fear that they may be picked on by the Protestant majority in the class.

Sometimes, he is asked by the pupils how as a Protestant he can teach about Catholicism and such questions make him aware that "a teacher has to be aware of his own particular bias and must make pupils aware of their own bias as well."

It is an approach which spills over into other subjects such as history - where there are two different interpretations of the Northern Ireland question - and into English and even into subjects like Geography.

Even maps differ, he points out, depending on whether they have been published in Britain or Ireland. One, for example, will have all the British Isles marked and the Republic of Ireland left blank while the other will only show the Republic. Such differences make it difficult to find balanced material and teachers have to develop their own.

But however hard the teacher tries for objectivity John Herron maintains that at the end of the day "education is only one aspect of the problem since the children still go back to their segregated areas."

Sheila Greenfield tells of four pupils stoned on a hard-line Catholic estate after a football match. Two Catholic boys from Lagan College had offered to see their Protestant classmates safely on the train. All four were attacked.

"The fact they were all stoned, illustrates, I think, the tragedy that it's often a case of being in the wrong place at the wrong time," she says. Lagan College cannot stay at the Castlereagh site indefinitely because although there is room to expand, it is unlikely that they will get planning permission for permanent new buildings because the area is green belt.

Sheila Greenfield has already begun looking for sites. The requirements include equal access to Protestant and Catholic communities and a relatively safe area so parents will not be too nervous to let their children travel to and from school. For the first year, pupils did not have a Lagan College uniform for fear that they may be picked on.

For most parents, choosing integrated education for their children has been a "brave decision". One Catholic mother was told by the priest that she had committed a "mortal sin". Her reply to such a condemnation is simple - she says: "I don't want anyone in our home to grow up and think she's a Catholic or he's a Protestant - the two communities are very different and they have a awful lot to offer one another. And it is this kind of solidarity which is in the heart of Lagan College where the children learn from each other."

FEATURES

HOMIE RULES



Barbara Tizard

Using tiny radio microphones, Barbara Tizard and Martin Hughes, eavesdropped on hundreds of conversations between four-year-old girls and their mothers and nursery teachers. Their analysis of this talk leads them to the conclusion that a home – even a working class one – is a far richer source of intellectual growth than a nursery class. Mothers speak to their children nearly three times as often and what they say contributes far more to their child's development than the question teachers tend to ask. These findings raise serious questions about many of the established practices of early childhood education and suggest it is time the professionals asked what they can learn from parents.



Martin Hughes

Our study of 30, four-year old girls at home and at school raises some fundamental questions about how young children think and learn, and the role which adults can play in helping them. These questions are important for any consideration of the kind of care and education that should be provided outside the home. They are also relevant to the question of what kind of parent education, if any, we should provide.

It was clear from our observations that the home provides a very powerful learning environment. Indeed, its potentialities for learning must be considerably more extensive than we were able to show, because we did not by any means witness all the children's important experiences.

Nevertheless, even from the limited sample of their lives that we observed, it was clear that they were learning a great deal at home.

We found that this learning covered a very wide range of topics, but was especially concerned with the social world. Play, games, stories and even formal "lessons" provided educational contexts, in the course of which a good deal of general knowledge as well as early literacy and numeracy skills, were transmitted. But the most frequent learning context was that of everyday living. Simply by being around their mothers, talking, arguing and endlessly asking questions, the children were being provided with large amounts of information relevant to growing up in our culture.

An extensive range of activities take place within, or from the base of, the home and at home parent and child share a common life, stretching back into the past, and forward into the future. This vast body of shared experience helps the mother to understand what her child is saying, or intending to say and the child to make sense of her present experiences by relating them to past experiences, as well as to her existing framework of knowledge.

Intellectual and language needs are far more likely to be satisfied at home

A third significant aspect of the home environment is the small number of children who have to share the adult's time and attention. Moreover, the smaller the family, the more the opportunities for prolonged one-to-one conversation. Such conversations are a particularly powerful way in which children's understanding can be enhanced

in a manner closely matched to their intellectual level and to their interests. Given sufficient undivided attention, even young children can be taught skills which would be difficult for a teacher to teach to a group of children of the same age.

Home learning is often embedded in contexts of great meaning to the child. Making a shopping list, helping with the baby, writing to Granny, deciding how many cakes are needed for tea, playing card games, are activities that, because of their interest to the child, make it easy for her to learn. This principle is well understood in primary education, but it is much easier to put into effect in the home than in the school.

The close, and often intense, relationship between mother and child may at times hinder learning – we saw how stories and games were often interfered with by the child's demands. It does, however, keep the child near her mother and in consequence able to learn from her, and it allows the child to express her questions, puzzles and anxieties freely.

The "curriculum" of the home differs from one mother to another, but each is likely to have high expectations in one or other area – whether this is general knowledge, logical thinking, reading, baby care or social skills.

The learning potential of the home is, however, not always fully achieved. It may be reduced if the family is very large, or isolated from the community. It may be reduced if a close relationship does not obtain between mother and child, or if the mother is so preoccupied with her own problems that she has little interest in her child. Equally, it seems likely that the learning potential of the home will be reduced if a child is looked after by a childminder or nurse who does not have a strong educational concern.

The working-class mothers we studied were just as concerned to teach their children as the middle-class ones. There was, however, some evidence of a difference in values, attitudes and educational priorities in homes of different social class. The working-class mothers seemed to place less stress on introducing their daughters to a wider range of general knowledge, information and vocabulary, encouraging them to be explicit, and answering their questions. On the other hand, some placed more stress on helping their daughters to acquire domestic and mothering skills and an understanding of the role of money and work in the family's activities. They tended to

favour more "traditional" approaches to teaching literacy and numeracy. Although they spend just as long as the middle-class mothers playing with their children, the working-class mothers were less likely to use play as a vehicle for education.

These differences seemed to us to amount to a difference in language style and educational approach, rather than to a "language deficit" in working-class homes. All the basic language usages were observed in all the homes; the social class difference was in the frequency of the usages.

Our analysis of the conversations at home led us to an enhanced respect for the intellectual activities of four-year-old children. Children are by no means passive absorbers. On the contrary, their own intellectual efforts are an essential part of the learning process. Even with the most attentive mothers this process was not always easy. In all the homes many questions went unanswered, much left implicit, misunderstandings were often undetected by the mothers, full explanations were rarely given, and many explanations were definitely misleading. Armed only with their curiosity, logic and persistence, the children tackled the task of making sense of a world they imperfectly understood.

We believe that persistent intellectual curiosity is a particularly prominent feature of four-year-olds. This is because of the flexible and incomplete structure of their conceptual framework, and also because of the children's growing awareness of the many confusions and misunderstandings that occur.

These observations led us to question some of Piaget's theories. Thus, while we fully accept Piaget's notion of the child as an active learner, we believe that he underestimated the role of verbal exploration – that is, puzzling and thinking – in four-year-old children. We also believe that he underestimated the importance of the child's interest in the social world of adults, and the role

With nursery staff they tend to be much more subdued and passive

which adults can play in helping the child towards understanding through dialogue.

Our study suggests that the kind of dialogue that seems to help the child in not that currently favoured by many teachers in which the adult poses a series of questions. It is rather one in which the adult listens to the child's questions and

comments, helps to clarify her ideas, and feeds her the information she asks for.

The nursery school as a learning environment is very different from that of the home. In the first place, the nursery staff have to socialize children into the world of school. The child has to learn new code of behaviour; she must also learn to follow the school routine. Further, she must learn how to make herself understood to strangers, and how to understand the intentions and communication requirements of the school staff.

However, the most striking difference between home and nursery school is the way in which the school focuses on play. The children learn social skills through playing with each other. By experimenting with sand, water, bricks, paint and so on, they acquire an understanding of the physical world which many regard as the necessary precursor of mathematical and scientific knowledge. For anyone holding a Piagetian model of learning, this environment is ideal.

The inevitable disadvantage, however, of providing an environment entirely geared to play is that the possibility of children learning by watching and taking part in the adult world is thereby excluded. The staff's role becomes one of watching over and talking to the children, rather than themselves engaging in adult activities, which might serve as interesting and challenging models to the children.

At the same time, the other prominent theme in present nursery training, the importance of fostering language by questioning children, means that staff-child interaction tends to be dominated by this aim. The dialogue that ensues is very different from conversation at home, and often seems educationally ineffective. This is because the children frequently fail to answer, or become confused by the staff's questioning, and fail to contribute to the conversation themselves. The puzzling mind of the four-year-old has no outlets in a setting where the child's basic role is answer and not ask questions.

Further, because staff-child conversation focuses on play, it tends to be concerned with the "here and now" to a greater extent than conversations at home. This situation is somewhat paradoxical, since one function of schooling is to extend the child's intellectual horizons. It is, however, the mother who linked the child's present to her past and future, and to the world beyond her own experiences. Because the staff know little of the child's life outside school, they cannot integrate her experiences in the way that is possible for a parent.

There are other constraints on school staff

which make it difficult for them to be as educationally effective as parents. The relatively large numbers of children in relation to the number of adults reduces the opportunities for one-to-one discussion. The low-key emotional relationship between staff and children reduces the likelihood of the children seeking out the staff, and of the staff having a personal educational concern for them.

Since our study took place in nursery schools and classes we are not in a position to compare them with playgroups. However, it is clear that playgroups share a number of the characteristics of nursery schools that we have described.

Staff lower their expectations for working class children

Our analysis of the educational role of the nursery school admittedly runs counter to widespread current beliefs. Many politicians and professionals believe that nursery school stimulates intellectual growth and language development, and gives socially disadvantaged children a head start in school.

There is very little British research evidence to substantiate these claims. Certainly this study suggests that children's intellectual and language needs are much more likely to be satisfied at home than at school. Indeed, with the staff-child ratio obtaining in nursery schools and classes, the staff could not be expected to rival the contribution of the home. With these numbers, the teacher's role must inevitably be largely managerial. For children with special needs – for example, those whose first language is not English, or children suffering from severe neglect – special individual attention is required instead of, or as well as, nursery education.

The working-class girls in our study were particularly affected by the nursery school setting. In their relations with the nursery staff they tended to be much more subdued, passive and dependent than at home. The staff responded to this perceived immaturity of the working-class children by pitching their talk to them at a lower level. Far from compensating for any inadequacies of their homes, the staff were in fact lowering their expectations and standards for the working-class children. The overall effect was that the working-class children already appeared to be at an educational disadvantage in school.

The difference in the behaviour of the working-class children at home and at school is an instance of a wider issue, the effect of context on children's behaviour. Although this issue is well understood by academic psychologists, its practical implications are rarely followed through. Teachers continue to make judgements of children on the basis of their classroom behaviour alone, doctors and psychologists on the basis of a clinic interview and test, perhaps supplemented by observations in school.

Our study suggests that judgements on children's language abilities should be very tentative until a context is found where they talk freely and spontaneously. We suspect that the same caution should be exercised when pronouncing on other aspects of children's behaviour, such as their play.

If the home environment is so favourable to learning, should children attend nursery class or playgroup at all? Are children at day nurseries or with childminders missing an important dimension of experience?

Should children attend nursery class or playgroup at all?

Children have a variety of educational needs, some of which cannot be met within the home. They need to learn how to get on with other children, to be a member of a group, to separate from their families, and to relate to, and communicate with, strange adults. They need opportunities to run around, and they enjoy the variety of play equipment offered by nursery classes and playgroups. The strong emotional environment of the home fosters and some kinds of learning, but may be detrimental to other kinds. The more detached atmosphere of the nursery or playgroup can be a calming influence on the child, as well as giving the mother a valuable respite; and learning to follow the nursery routine helps to prepare the child for the demands of primary school.

Moreover, we have no reason to suppose that the process of education through one-to-one dialogue that we have described needs to take place all day and every day. We suspect, however, that children whose parents tend to answer their questions more fully, who are usually alert to detect and clear up misunderstandings, and who sometimes have time for leisurely conversation, will make more rapid progress in school.



The school's problem, as we see it, is how to foster, harness and satisfy the interest and curiosity which children show at home. An environment is required which will allow the "puzzling mind" to flourish, and which will help the young child to overcome her considerable ignorance and misinformation, develop her intellectual structures, and improve her communication skills.

In our view, this means changing staff priorities. Instead of the present emphasis on fostering play, and on questioning the children about their play, a higher priority would have to be given to

Schools have a tendency to underestimate children's abilities

widening the children's horizons, extending their general knowledge, and listening to them talk.

We found that most of the intellectually challenging conversations at home took place at times of relative leisure for both mother and child, usually during a *l'été de l'été* meal, or when the mother was drinking coffee, or during a one-to-one story session. They rarely happened while the child was busy with an activity. Nursery schools and playgroups, however, tend to be very actively-orientated, with the staff uneasy if they are not moving from one child to another, seeing that the children are busily occupied. On the rare occasions when we observed long conversations at school, the staff were usually anchored in one spot for a long time, mending or making apparatus, while a child stood by, chatting to them.

A further difficulty schools and playgroups have to overcome is their tendency to underestimate children's abilities and interests. This tendency derives from a number of sources. It is fostered by the belief that children mainly learn through play, and from the Piagetian theory of the child's limited intellectual powers. It is also fostered by the belief that working-class children do nothing at home except watch TV. In fact, our transcripts show that young children's interests extend to any aspect of life that impinges on them – the neighbours, money, electric lights, the structure and arrangement of houses, parents' work, God, the death of pets, doctors. If school staff are to stimulate and pursue these interests, they must revise their ideas of what children can understand, and feed them with a great deal more general knowledge.

This quality of adult-child communication is difficult to achieve with the ratios of 1:10 or 1:15 which obtain in British nursery schools and classes. The size of many nursery classes militates against the possibility of staff and children getting to know each other well, and having leisurely conversations. This is especially true in open-plan nursery schools or units, with 40 to 60 children moving freely through them. Such an environment makes the educational approach we have in mind almost impossible to achieve.

The constraints of too few staff and too large classes are compounded by the almost universal system of half-day school. Different children attend school in the morning and afternoon: it would be extremely difficult, with the best will in the world, for staff to "get to know" all these

we observed knew so little about their pupils, and that the children did not know the staff well enough to ask them questions, or talk to them freely.

It may be argued that a gap between home and school is not necessarily a bad thing. An important function of the school, according to this view, is to introduce children to new ways of thinking. Thus the fact that they must communicate with adults who know little of their background may act as a spur to greater explicitness and help them to learn that different codes of conduct and styles of communication obtain at home and at school.

More fundamentally, some psychologists would argue that school must necessarily be different from home because it is a setting in which the child's home learning has to be "decontextualised". At home, for example, the child may learn to count in relation to rock cakes or card games. This knowledge is not necessarily available to her in other contexts.

We would not want to argue with the view that "disembodied" thinking and academic skills are important goals of education. Our objection is to the notion that these goals are best served in ignorance of the skills and interests that children manifestly possess at home. Our observations of children at home showed them displaying a range of interests and linguistic skills which enabled them to be powerful learners. Yet observations of the same children at school showed a fundamental lack of awareness by the nursery staff of these skills and interests. There is no doubt that, in the world of school, the child appears to be a

In school, the child seems to be a much less active thinker than at home

much less active thinker than is the case at home. We do not believe that the schools can possibly be meeting their goals in the most efficient manner if they are unable to make use of so many of the children's skills.

Moreover, if children are unable to bring these skills and interests into school, then a split will

inevitably arise between what they are learning in the two locations. We saw in our study how the detailed knowledge of the world which the children had built up since infancy through their interactions with their mothers was no longer relevant in their interactions in the nursery.

Any tentative links that the child might make between her home experiences and those she was presented with at school tended to be suppressed in group discussion or misunderstood in individual discussion. Thus, if the child started to tell staff about some event at home, the communication was often unsuccessful because the staff did not have enough background knowledge to sort out its meaning. If the staff asked the children about their home, the conversation was often equally unfruitful because the staff did not know what to make of the children's answers. As a result, the children effectively moved in two different worlds, with little opportunity to transfer knowledge or skills gained in one domain across to the other. The split in children's learning between home and school was already visible at the age of four.

At the nursery level, the gap could to some extent be bridged by a much greater involvement of parents in schools, and a much greater knowledge on the part of the school staff of the children's out-of-school lives.

During the past ten years there has been a growth of home-visiting schemes. Most involve encouraging parents to play with their children, and emphasise the role of parents as educators, although some lay more stress on befriending and supporting the mothers.

There is no doubt that many mothers appreciate this interest and support. What concerns us, however, is the assumption that professionals know how parents should interact with, and educate, their children. This is also the assumption underlying most parent education courses, which can be found attached to schools, ante-natal and child health clinics. In fact, the knowledge basis for parent education is very slight.

There is no real evidence that parents need to interact with children in any particular way; often the advice offered seems to be based on ideas about what a "good" middle-class parent does. Even more worrying is advice which seems intended to make parents behave like teachers, for example, by suggesting that they ask their children "open-ended" and "stimulating" questions, and teach them colour, size and shape.

Our study suggests that the exchange of views and questions, equally balanced between adult and child, that makes up conversation at home is better attuned to young children's needs than the question-and-answer technique of school. It also suggests that no particular home context or activity is especially "educational". It is the concern of the parent for the child to understand, and the child's own curiosity and persistence, which promotes learning. Even such unpromising contexts as parent-child disputes may be at least as conducive to learning as play. And while it is obviously useful for children to learn colour and shape names, focusing on this task may lead to a neglect and underestimation of their deeper and more complex interests.

We found no reason to believe that parents should be encouraged to play with their children if they don't want to. Other forms of interaction, especially leisurely conversation, may well be more intellectually stimulating. Nor is there any good educational reason why parents should provide children with sand and water play, bricks and so on – although the children may well derive great pleasure from these activities. The mathematical and scientific concepts which these materials are intended to help develop can be acquired from play with the ordinary materials of the home – food, bath water, cardboard boxes and so on.

However, parents themselves may well want information and help of various kinds in educating their child. Sharing experiences with other parents is a valuable form of support and learning, often not available to isolated families. Some parents want well-informed advice about toys and books, others want to know when and how best to teach reading and writing. Almost all parents respond with interest when someone knowledgeable shows an individual concern for their child and points out to them aspects of her development which they had been unaware of. We can therefore see a useful role for parents' groups, and for advice and information centres which respond to these needs, but none for attempts by professionals to alter the way in which parents carry out their educational role. Indeed, in our opinion, it is time to shift the emphasis away from what parents should learn from professionals, and towards what professionals can learn from studying parents and children at home.

This article is an edited version of the conclusions of Young Children Learning by Barbara Tizard and Martin Hughes published by Blackwell.

Review

Fascism, Chinese style

by Jonathan Mirsky

Salesman in Beijing. By Arthur Miller. Methuen £9.95.

Intellectual Freedom in China After Mao: With A Focus on 1983. By Liang Heng and Judith Shapiro. Forward by Arthur Miller. A Fund for Free Expression Report; 105, 36 West 44th Street New York, NY 10036.

Beijing Street Voices: The Poetry and Politics of China's Democracy Movement. By David S G Goodman. Marion Boyars £5.95.

"They rely on their 'invincible' dictatorship of blood and iron, and yet only a few little sheets of writing, a few shouts, and they're frightened out of their wits... at a loss for words, with no valid arguments and shamed into anger, their resort to violence and atrocious behaviour simply demonstrates the bankruptcy of their position."

Not surprisingly, the author of this description of the Chinese Communist Party - together with almost all his fellow dissidents - is either behind bars, or undergoing Education Through Labour in the nearly unknown gulag which lies in the broiling or freezing wastes of west China.

What is surprising is that this anonymous hero, during the short-lived Peking Spring of the late Seventies, following Mao's death and the arrest of the Gang of Four, dared to set down his analysis of intellectual repression in the Peoples Republic. There were several hundred such dare-devils - in a population of over 1,000 million.

Does the always small number of Chinese dissidents mean that they are unimportant? One is reminded of Osip Mandelstam's reply to his wife, who had just complained that in the Soviet Union no one took poetry seriously. Mandelstam, who would soon die in one of Stalin's camps, disagreed. "They do take poetry seriously," he said. "Here they shoot people for it."

Probably no Chinese poet has been shot since Mao died in late 1976. Of course, since no one communicates from the Chinese gulag, some writers may have perished out near the Tibetan border. But the impact still reverberates of the Cultural Revolution, 1966-1976, in which tens of thousands of intellectuals died (in China an intellectual is anyone who has completed school) and virtually all of them suffered public humiliation and periods of internal exile. In that terrible

decade, as the Chinese now call it, many of the country's leading writers, artists, and musicians, died before their time.

It was "our Holocaust," Ying Ruocheng, China's most famous actor told Arthur Miller, who was directing Ruo as Willy Loman in *Death of a Salesman*. Miller spent the spring of 1983 directing the play with a cast to whom he could only speak through interpreters. In 1978 he had been in the country a few weeks, speaking with actors and directors who wanted to know what Clark Gable and other long-dead stars were doing these days. In a country with the longest continuous tradition of theatre on the planet, Miller found himself chatting with the survivors of years of imprisonment who "knew nothing of me or any other American playwright after O'Neill or, for that matter, of Europeans much after Gorky".

Miller discussed all this in his earlier *Chinese Encounters*, in which he displayed an exceptional ability to start from zero and learn very fast. Now, in *Salesman in Beijing*, he allows us to learn what it's like to direct actors who are accustomed to posturing and declaiming, who are in a play about an insurance salesman but have never heard of insurance, who are embarrassed about showing a bit of sex on stage, and have never been in a production lacking the Party's one fundamental element: the Message.

Miller's message was that there is no message. He heard that someone had suggested to a member of the cast that the play would be better if "capitalist virtues were not allowed to cloud the picture of a thoroughly malign American society." As he noted in his diary, on which this book is based, "Trouble ahead."

He tackled the trouble head on. One afternoon he delivered a lecture to a group of theatre specialists. "By and large," he told them, "almost all the plays of the West you admire were written in moods of dissidence. Yet of your own writers you demand support rather than questioning of the way life goes." At which point a well-conditioned old hack spoke for 8 minutes without visibly drawing breath, informing Miller that "our people are not interested in what you call truths but in survival, and literature must help them survive."

Only a few days before opening night, two of China's most notable writers glumly predicted that the Party would try to kill the play either by

permitting only the faithful to attend or simply by not telling the public that it was on. But *Salesman* was a smash; everyone laughed in the right places and Miller went to the airport tired but happy. At the very last minute, however, he suddenly had the impression that "there may have been something unpleasant in the press".

But of course Miller couldn't read the press to find out. Despite his tremendous sensitivity and alertness he was crippled by not knowing Chinese. (Virtually every bit he tosses in is wrong.) Most of what he learned in Peking had to come in English from Chinese who wished to reassure, mislead, or warn him.

With the help of Chinese speakers Liang Heng and Judith Shapiro, we enter a world less vividly described than Miller's (his forward to their book is tactfully sceptical that things are as bad as they say) but more depressingly and aridly real. It is a world in which 995 staff members of a single university are appealing against their Cultural Revolution convictions; one has already written 80 useless letters. It is a world in which the venerable playwright Xia Yan, who spent 8 years in prison and wrote nearly 1,000 confessions, will not write about his experiences because "to reveal that fascism is still strong in China could frighten the people".

Liang and Shapiro are the married co-authors of *Son of the Revolution* an account of Liang's Red Guard youth, the persecution of his family, of theft rape, and murder, and finally of redemption and escape when he marries his American teacher. In their newest book, a report for an American foundation, they present an anatomy of how literature, music, dance, publishing, and the press are centrally controlled, even in the outlying regions. They show, too, how the Party's alternately "tight" and "loose" policies keep intellectuals docile and on edge. It must have interested Miller, as he was preparing his introduction, to learn how long and complicated a process precedes the production of any play or film.

We find out from Liang and Shapiro exactly how Chinese behave at Party-controlled meetings in which everyone is required to speak his mind. It is neither to condemn nor praise anything too definitively; that way, when the Line changes you won't be remembered for having committed yourself. "The nervousness, the lowering of the voice, the quick look around, the pat on the shoulder and the confidential 'don't tell anyone' these have become the habitual gestures of a nation still recovering from a nightmare," Miller says, "their stupefying ideology... is crippled their native ingenuity, stunned them".

We get an inside view as well from David Goodman's *Beijing Street Voices*. These are poems of a generation writing mostly between 1976, when it was really dangerous, and 1981, when it became dangerous again. In between, 1978 perhaps five months from the autumn of 1976 countless poems went up on Peking's Democracy Wall and in a few places in other cities. During brief thaw, it is now clear, what Deng Xiaoping and the other "pragmatists" were permitting was expressions of dislike for the Gang period. What the wall posters turned their attention to the lack of democracy and human rights at that moment and began to scrutinize Marxism-Leninism and the crackdown was prompt. Even poems about dead sisters became politically suspect, and in mid-1979 Democracy Wall had been scrubbed clean. Freedom to write wall posters was the vanguard of the new Constitution. The most interesting item in Goodman's well-edited book is not a poem but the essay quoted at the beginning of this review. The author, now shut up somewhere, without trial, is defiant but hopeless. The Party, he admits, is overwhelmingly powerful. And with a monopoly on violence.



A Chinese woodcut artist makes a public protest in Peking over the government's refusal to allow exhibition space to avant-garde artists: a photograph from *China After Mao* by Liu Heung Shing (Penguin £4.95).

She Stoops to Conquer. Theatre Royal, Bath, until September 22. Theatre Royal, Norwich, Wolverhampton, Canterbury, Plymouth, Leeds, Cardiff, Manchester and Nottingham.

Giles Black's new National Theatre production of *She Stoops to Conquer* opened in Bath on Wednesday, the first evening in a tour of nine cities it makes before settling into the repertoire at the Lyttelton. It is a play which is likely to attract large audiences; and the strong cast includes such crowd-pullers as Tom Baker (Mr Hardcastle), Dora Bryan (Mrs Hardcastle), and Hywel Bennett (Marlow).

Giles Black has been associated with the National Theatre since 1977, and has been director of the theatre's extensive and varied platform programme since 1981. He is probably best known for his well-received production last year of *The Fanny*, a practically unknown play by John Marston. With *The Fanny* he had to discover the play entirely from scratch; with *She Stoops to Conquer*, by contrast, he is dealing with a play that carries with it a long theatrical tradition.

Black felt it was important to learn about Goldsmith's life and other work precisely because the text was so familiar. "Because I'd seen it so often, how it was hard at first to actually read the play. I found myself just skipping through it without questioning it. But once I broke through that wonderful surface to find where the roots go down - well, it was very exciting to find all that. You see, Goldsmith had been writing this story all his life. It's a culmination, where he brings a lot of

things together. That's why it's a great play. It doesn't rely on topical allusions, brittle surface jokes. It has that feeling of something that's been matured in an oak cask for a long time."

Even the central situation - of Marlow and Hastings, believing that the house they are staying in is an inn, and treating their baffled host with according impudence - was a story that Goldsmith had been telling for years - about himself. Biographers have suggested that he borrowed the idea from the journal *The Spectator*. Black has no illusions about Goldsmith's reliability as a source: "It was a good yarn to tell, and he was always telling lies. The point is that he had this plot in his head for a long time."

"The more I got to know this extraordinary Irishman the more I saw his own life in this play," Black points to similarities between Goldsmith and Marlow, whose bashfulness and inarticulacy in the company of women certainly derives from Goldsmith's own experience. "Of course Marlow is an idealized portrait - he's an obviously attractive man whereas Goldsmith was really unattractive or thought he was - yet that shyness and stammering, and also the escaping into jokes and smile-playing are all very close to Goldsmith."

And the much abused Mr Hardcastle would have been another character close to Goldsmith's heart. "The father figure is important in almost everything Goldsmith wrote. Hardcastle is his own father; he's also his schoolmaster who used to tell stories about Marlborough's campaigns, and he's also the Vicar of Wakefield. Representing the good country land-

lord, Hardcastle also recalls the preacher in *The Deserted Village* in being "a great force in holding everything together".

She Stoops to Conquer has many excellent qualities, one of which is the pace it imposes on any production. "There's a clock on every scene. People are all trying to achieve definite goals so they have to think fast, work fast. And of course it all takes place over one night. The sub-title 'The Mistakes of the Night' is as good as the title really."

Much of the energy comes from the ever-popular character Tony Lumpkin (played by Tony Haygarth) who engineers the initial "mistake" which triggers the plot. "Lumpkin has got all this incredible energy but nowhere to channel it. His mother keeps him like a baby so he behaves like one. He creates the play - sets it in motion and then when it starts to go wildly wrong he solves it again. He's a great source of energy for the whole piece. There's even something of luck about him. He can almost do anything he wants."

In the end the "mistakes", while not forgotten, are convincingly forgiven. And perhaps one of the play's most endearing qualities is that its good humour is so emphatic that the happy resolution cannot but be genuine. "They couldn't be happier at the end. The things that have happened have been a relief - unbelievably embarrassing. But they learn it was all a mistake, and it is in their nature to be forgiving. And of course it is so willy nilly funny. It's something they'll laugh about for a long time to come."

Lynne Truss

Hamlet in a department store

Hamlet
RSC, Stratford-upon-Avon

Chandeliers are not exactly what you expect to see at the beginning of *Hamlet*. On the battlements, at midnight, darkness and austerity might seem appropriate. At Stratford the stage glitters like a department store window in the month before Christmas. The litzy lights are briefly blown out to let the ghost walk in decent semi-obscure. But there's no permanent escape. They return in scene after scene, establishing themselves as a dominant motif. What they are probably meant to suggest is the vulgar ostentation of the court of King Claudius. What they actually point to is a deeper vulgarity, at the heart of a slight and careless production.

Noise and splendour are, of course, the keywords of this season's biggest Stratford hit. *Richard III*. But what works for that play will not work for the very different *Hamlet*. Hard thinking is needed if the Prince of Denmark is to make sense of himself. Neither Ron Daniels, the director, nor Roger Rees, his Hamlet, gives any evidence that this arduous process has been

undertaken. The result is a production slacker in general conception and full of incoherent detail. Rees presents Hamlet as a sensitive soul full of nervous energy and frequently on the verge of tears. Only once, in the protest speech "If it be now, 'tis not to come", does he give a real sense of intellectual depth to the character, and even the emotions are flaunted more often than they are probed. It would, however, be difficult for any actor to lead convinced Hamlet so thickly surrounded by hoary theatrical clichés. Ophelia is sweetly pretty even in her madness and delivers her songs in a ringing operatic bel canto. Osric is a stock fool from some theatrical Never-never Land of affected behaviour, neither convincingly Jacobean (the context suggested by the costumes) nor recognizably modern. Claudius is an irascible Old King Cole.

Anyone who saw Jonathan Miller's production of *Hamlet*, in 1982, will be shocked to discover how rapidly the presentation of this play upon the English stage has regressed. Miller's Ophelia was a genuinely disturbing mental case. His Osric was a tough royal minder. His Claudius and Ger-

trude were real personalities caught up in a sensual fascination which they could not master. These cowboys at least, one felt, had been swept from the face of *Hamlet*. Alas, Stratford - the last place where one expects spiders - has re-remembered the monument.

The local detail upon which this picturesquely ramble through the beauties of the play relies is turns ludicrously literal and breathtakingly careless. Thus, Hamlet's hyperbolic declaration in his letter to Claudius that he has been "set naked on your kingdom" obliges him to appear in the graveyard scene clad only in a pair of improvised sailecloth underpants. On the other hand, his killing of Polonius is done, not through the arras, but after a brief chase which would make it obvious even to the most obtuse of assassins that it was not Claudius whom he was stabbing. This is staging which is neither thoughtful about the text nor truthful in its playing. Reluctant audiences who have never seen *Hamlet* before are in danger of having all their worst suspicions about the play's absurdity confirmed.

Nicholas Shrimpton

The uses of alienation

Master Class by Ekkehard Schall. Riverside Studios August 31.

Forty actors and a scattering of directors sit in a circle round Ekkehard Schall and his interpreter, Ursula Schmitt Brummer, a lecturer at Birkbeck. Schall speaks of how he first met Brecht and joined the Berliner Ensemble at 23. "Then I didn't believe him. I thought he was a fraud. We were working on *The Caucasian Chalk Circle* and when Brecht was asked how he said he didn't know. But later, I realized he genuinely didn't know. And in the same way, when I'm preparing a character, I have no idea how my role will end."

The actors fire questions at him about alienation. He tells the translator that "alienation" is the wrong word and that "Verfremdungseffekt" means "making strange". He gets up and does a double take to show that this simple stage technique is a form of Verfremdungseffekt but the

actors are clearly still mystified. "What is the difference between the actor's technique of alienation and alienating the audience altogether?" asks one. "It is not that Brecht wishes the audience to be alienated from the play," replies Schall. "What he wants is that the audience is aware of the contradictions within each character and each historical situation. For example if you play Hitler in *Arturo Ui* you must play him as a wonderful man who loves children. If you play him as a monster, if you play the historical truth rather than the character, then you fail to present the contradictions."

Larger philosophical questions are raised. Can a Marxist playwright, like Brecht effect any change on the main stages of conservative Britain? "Brecht wrote for capitalism," says Schall, "he was a bourgeois writer who was a traitor to his class." But what of productions here? Brecht is treated with great reverence. He is seen as a humourless, elitist theoretician and consequently the majority of his productions are often dull. Schall agrees.

"What do you want your audience to feel?" someone asks. "It's best when the audience has a split reaction." Shall replies, "I've gone wrong if a fascist applauds my performance." The class ends after 90 minutes with the British actors still full of questions. But if there is one continual thread which they take away it is Schall's surprising instruction, "Never judge your character".

Julia Pascal

Next week

Peter Newsam on the London Teachers Against Racism; Marcel Berlins on new books about the police

Welcome to Brixton



Three years after

Scarman Returns. Channel 4, September 9.

Granada Television's *Scarman Returns* painted a gloomy picture of life in Brixton almost three years after Lord Scarman's report into the causes of the 1981 riots was published. It soon became clear that the plight of Brixton's young blacks remained largely unchanged as Lord Scarman spoke with black community leaders, police officers, youth workers and the young people themselves.

A stormy meeting of the Consultative Group which monitors relations between the police and the community, and anti-racist training for young police officers listening to "Jamaican" accents in a language laboratory did nothing to solve the main problem - 90 per cent unemployed among Brixton's young blacks. "We're worse off economically than we were. Unemployment has doubled between 1981 and 1984," a Community Relations Officer told Lord Scarman. "The only way I can see progress is riots again. Once things had cooled down, we were back to square one," said one black youth. His disillusionment seemed justified as Lord Scarman tramped endless walkways on bleak estates with a tenacious association representative who told him that there was nowhere for young teenagers to go.

A black youth worker showed him round the clinical white rooms of a flat recently set aside for a youth club. The young man explained that there was no money for the conversion work and equipment the club would need. It was no surprise when a young constable on the beat said that crime among young-

ters was increasing: there were regular arrests of 13 and 14 year-old burglars. With 9,000 people chasing 130 jobs in Brixton, the demoralization of black YTS trainees in a carpentry workshop was not hard to understand either. "Most courses, they never care whether they teach you anything at all," he said. Yet he was enthusiastic about the work here. "They make you work hard." One of the instructors explained that the course had close links with the local community. But then we learnt that the workshop was to be closed as part of government cutbacks in Mode 3 workshops, which are run by voluntary agencies and local authorities and cater for the disadvantaged young people most employers reject. The situation called for a wry smile at the camera from a black youth with dreadlocks and silver nose-rings playing classical music on his flute in Brixton market.

In his summing-up at the end of the programme, Lord Scarman acknowledged the dangers of the present hopelessness. It could lead to alienation, he said - exactly the situation which led to the riots.

Lord Scarman admitted that consultation by itself did not probe deeply enough into the troubles behind the riots. Yet he felt that the British had now accepted they were a pluralist society. Tensions would be resolved once we had persuaded young blacks that they had a "dignified, energetic and exciting role in our society" - optimistic conclusions which seemed strangely out of place in view of the despairing mood of the young blacks themselves.

Susannah Kirkman

Besieged

The Arts in Education is the title both of a new booklet by Malcolm Ross and of a travelling exhibition which has been set up by the National Book League. This argues in his introduction that the cultural and economic siege under which the arts are suffering makes the need for a coherent policy in every school doubly pressing.

Most of the 300 titles listed are critically annotated, with both a general list on aesthetic education and subject lists devoted to art and design, dance and movement, drama, English, film, photography, music and other media; the booklet ends with a useful list of journals.

The pamphlet, available from the NBL Publications Dept, costs £2.50 (or £2.25 to NBL members); the exhibition costs £23.50 (NBL members £19.00) plus VAT to hire for a fortnight.

Victoriana

Children's books figure nicely in this year's Ilkley Literature Festival which runs from September 14 to 22. There is to be a special exhibition of Victorian children's illustrated books at the Manor House art gallery in Ilkley which has been specially organized by the children's author Jenny Oldfield and the local bookseller Kate Jackson. As well as displaying books which mirror the imaginative world of Victorian childhood the exhibition also indicates the exhibition organizer's interest in modern children's books. There is to be a children's day tomorrow at Church House, Ilkley where several contemporary authors and illustrators are going to be performing.

Peter Kingford's *The Hunger Marchers*, reviewed in *The TES* of August 3, is now out of print in hardback, but is available in paperback at £4.50 from Lawrence and Wishart.

SOMETHING DIFFERENT FOR CHRISTMAS!

Dream Maker

An enchanting new musical for 7-11 year olds by BBC award winner Michael Plaskett. A small boy accompanies the Sandman to Dreamland and helps the Dream Maker avert a terrible disaster - or was it all a dream? 7 songs, linking piano music and 2-part orchestration for school instruments. 3 main characters, many others. 10 minutes approx. Full score/script/demo-cassette £12.50 post free from:

YOUNGSONG MUSIC

43 Clifton Road, Kingston upon Thames, Sy. KT2 6PJ.

BOOKS

Insight and opacity

David Martin assesses the patchy achievements of the sociology of education

Classrooms and Staffrooms: The Sociology of Teachers and Teaching. Edited by Andy Hargreaves and Peter Woods. Open University Press £6.95, 0 335 10583 1.

Life in School: The Sociology of Pupil Culture. Edited by Maryn Hammersley and Peter Woods. Open University Press £6.95, 0 335 10419 3.

I find two things particularly useful in these bumper collections of reprinted articles from the Open University Press. One is the sequence of studies which take up and criticize the original and stimulating work of Colin Lacey and David Hargreaves on the formation of groups of pupils which are anti-school and/or delinquent. The other is the Introduction, by Andy Hargreaves and Peter Woods, to *Classrooms and Staffrooms* which provides an overview of developments and fashions in the sociology of education since the Sixties.

Once upon a time, as Hargreaves and Woods point out, the main focus of sociological interest in education was social and educational opportunity. Since then there has been a big development of organizational studies, of socio-linguistics and ethnography. And for a period in the mid-Seventies there was the "new sociology of education" deriving from the "sociology of knowledge". This last is worth emphasizing here, since its key ideas were carried by the Open University course *School and Society* (1972) and by the adoption of M F D Young's *Knowledge and Control* (1971) as a set book for that course.

The ethnographic approach has taken us directly into the classroom, the staffroom, and the culture of "the lads", armed with the tape recorder. The results are instantly recognizable, even if there is too much concentration on - even celebration of - those who resist education and the teachers. Perhaps best known in this genre is Paul Willis' "Learning to Labour" which shows how the lumpenproletariat adopts precisely those strategies which finally close off any escape routes (Reading 4, Hamersley and Woods). Also very lively is John Beynon's account of all the glibly techniques pupils use to suss out, test and destroy teachers (Reading 8), and M Fuller's analysis of the curious mixture of desire to succeed and nonconformity among black girls in a London comprehensive (Reading 5).

Much of the ethnographic material is written up within the theoretical traditions of "symbolic interactionism" and "ethnomethodology". According to "symbolic interactionism", people are not just subject to social pressures or stimuli but actively construct, order and share meanings. "Ethnomethodology" simply refers to the techniques for establishing meanings, for example, how we deploy and create what is regarded as "common sense" and the role and place of what goes without saying.

Unhappily, this approach to people as human beings, actively creating their life-worlds in complicated concert, has to be reckoned a major theoretical advance. It does, however, give rise to a problem, since the warm and fleshy world of life and its intimate dealings has to be systematically related to the pressures and imperatives of the wider society. Personal strategies for coping have to be integrated with patterns of institutional constraint. Andy Hargreaves discusses this central problem in his article "The Significance of Classroom Coping Strategies" (Reading 5, Hargreaves and Woods). On page 66 of this article he comes straight out with

the idea that teachers are neither Skinnerian rats and pigeons nor puppets programmed by the "needs" of the system. Teachers may not realize how grateful they should be to their unqualified re-entry into humanity under the auspices of reformed science.

Hargreaves goes even further. Pupils too are active creators of their overlapping worlds of meanings, irrespective of class. As he says, and all too truly, (page 66) "some researchers have tended to give a privileged purchase on creativity to selected protagonists in the educational arena". This would mean, for example, that middle class achievers are not to be seen really as *Untermenschen*, pale replicas of the demands of "the system". We must "temporarily [sic] abandon theoretical attachments to the cultural superiority of any one group over another".

However, in case one concludes that

the idea that teachers are neither Skinnerian rats and pigeons nor puppets programmed by the "needs" of the system. Teachers may not realize how grateful they should be to their unqualified re-entry into humanity under the auspices of reformed science.

Not only is Dr Hargreaves a "moderate" in this context but he gives an objective account of an OU student of the sociology of education in another reprinted article of his own, entitled "Confraternal Rhetoric and Extremist Talk" (Reading 16). The article is about curriculum decision-making in an open plan suburban school, and it purports to show the limits on thinking imposed by the hegemony of the cognitive style of several individuals even in so progressive an environment. So, guess what is like elsewhere. (Hargreaves here is employing a tactic like that originally used by Julianne Ford when she neatly destroyed liberal illusions about the social effects of comprehensivization from a viewpoint further to the left.)

accepted liberalism from yet more radical premises is also deployed by N Keddie in *Classroom Knowledge* (Reading 8) and R Sharp and A Green *Social Stratification in the Classroom* (Reading 9). Keddie, of course, represents the influence of the sociology of Knowledge. Hargreaves in his discussion of the popularity of this approach, especially as disseminated by previous OU publications, says that it appeals to "immediate classroom concerns and the radical concerns of intending teachers" (page 7). In his view it is led to "virtually no empirical studies of the school curriculum or school subjects in the broader sense. In practice, empirical work settled down to classroom analyses and of the hidden forms of control that underlay versions of teaching which were, so it was claimed, only ostensibly 'progressive' and 'democratic'".

This doctrine of the universal and

entirely redundant. A school's democratic and notions of equity (as opposed to "common sense") can be seen as maintaining the order by exercising the power process people according to categories embedded in society itself. "It seems to be the failure of high-achieving pupils to question what they are doing in schools that contributes in its measure to their achievement." What are the criteria which establish or even make plausible the wide-ranging statements or, for a matter, distinguishing between all varying forms of competing "common sense" which may oppose themselves to academic knowledge? Such scepticism might well include particular subject (which presumably in Keddie's own view, could not be subject): the sociology of education. Perhaps what is needed now is a analysis of what counts for knowledge in Institutes of Education, and relates to the distribution of power: career opportunities in universities. The undercurrent of irony at expense of teachers has not yet been redeployed to undermine teachers' sociology of education.

An article which illustrates a potential use of the sociology of education, properly deployed, is G Riechborn's "Teacher Careers as Comprehensive Schooling" (Reading 18). This shows how a sociologist can get to the real dynamics involved in comprehensivization and to its intended consequences. Riechborn discusses a secondary modern school which became fully comprehensive. The old staff of the new comprehensive had long service behind them and had often found their teaching life satisfying. They expected that reorganization would increase their satisfaction and chances of promotion. Into the new head wanted to show that the school was not academically inferior and after a honeymoon period, the "old staff" realized that they were allocated roles with low esteem at priority. Youngish graduate teachers came in and were promoted to the posts of responsibility. Gradually the old staff isolated themselves from the head and his new men and women, stigmatized, spilt professional identity. The school polarized and they were characterized as diehards. They were spewed with calls for a return to morality and order, to didactic teaching and to a manageable size of school. Their motivation collapsed and many of them redirected their talents to subversion: "a grumble-group who sit in a corner mourning away".

This article is not pretentious. Its theoretical framework is a simple one based on "deviance-amplification", and the description of a major aspect of the comprehensive revolution is convincing. If the new head had not when he went on his course for *Diploma in Management Education* it might well have been of considerable use to him.

By way of postscript, I liked an article by Woods on "The Meaning, Staffroom Humour" (Reading 16). Teachers could certainly employ the sense of humour on such sentences: "It is important to grasp the physical and temporal properties of staff and teacher" (page 19). Actually there is no description of a men's staffroom and which pupils, women and the head, all alike excluded as far as possible. I am here that sports events, assemblies, hymn-practices, fire-drills and reports are parodied and laughed off. Dr Woods concludes that "laughter is a sure indication of managing". In doubt, Dr Wood's article is of a piece with both these volumes: a mixture of insight, thick description, optimism and the blindingly obvious.

Concepts

Understanding Sociology. By J. Andrews. Nelson £3.95, 0 17 439103 X.

Designed to meet the needs of students using the revised AEB O level syllabus in sociology, this book will also be found useful for other O level CSE courses. The author is obviously familiar with the difficulties most frequently encountered by newcomers to sociological concepts and in a large page, fully illustrated format, has provided for each section a diagram, a list of key concepts, definitions and research findings.

invention, devised to "account for" the medieval Latin *almanach*.

But my favourite is a clipping supplied by another reader from a life of General Lee Christmas, *The Incredible Yangqui* by H B Deutsch, in which a footnote on page four states that, the term "gringo" is derived. "Through the easy slurrings of folk etymology, from the opening words of one of Robert Burns' poems, which was one of the favourite songs of the soldiers of the United States during the Mexican War, to wit: 'Green grow the rushes O', the more usual view is that 'gringo' is an altered form of Spanish 'gringo', Greek, used to denote an incomprehensible foreign language, as it is in the English phrase, 'It's all Greek to me'".

William T McLeod



commitment has dissolved in objectivity. Hargreaves concludes his piece on coping strategies by saying that teachers fall back on these devices and on an appeal to their "experience" as part and parcel of the *ad hoc*, pragmatic approach set before them by disavowed capitalist society. It is not enough, he says, merely to link personal interaction with institutional constraint and social imperative at the theoretical level. Teachers as a group can radically criticize their own social practice. Provided they are given the time and smaller classes posited as appropriate according to the gradualist approach, they can then overturn the existing dominant hegemony of gradualism (page 83). Aye, he admits, even with still have to devise "coping strategies", but at least the constraints would emanate from their own collective

boring, or silly person. It then developed, as such words have a habit of doing, into a term of general abuse, applicable to negroes, policemen, guards, and so on. Hence its use in World War II POW camps. Spika Milligan is on record as saying that he got the name of the radio show from the Popeye strip.

Another reader wrote to say that a children's television programme had given him the true derivation of "Almanach", namely Arabic *al-ma-nakh*, the kneeling place, going on to supply the charming circumstantial detail that at certain desert meetings places people from far and wide would come together, the camels would kneel, and the riders would exchange news and gossip. Alas, the expert view is that the so-called Arabic collection is pure

lingo

In a recent Letter to the Editor (TES August 17) Mr Lock Elferich of Rotterdam (rightly) castigates me for describing the words *al m'ier w'ier* as "Dutch". I can only plead that I did not originate the offending phrase but took it, perhaps too uncritically, from the version of the etymology of "military" which was disseminated from "At any rate, the English word 'military' is finally derived from the supposed Dutch

origin of the English word. However, the spurious nature of the proposed Dutch origin raises an interesting question: who on earth invents such fake foreign origins? Who first used the French word *encore* in English in a sense no Frenchman would recognize? "Lingo" would be glad to hear from any readers who have a favourite specimen of this worldwide species. Meanwhile, here are three from my files.

Last year a reader wrote informing me that the origin of "Gobn" was Anglo-Indian Hindi *gobnah*, a suffix or jolt. Plausible, until one discovers that the origin is in fact well documented as "Alice the Gobn" in Elsie Segar's Popeye strip. When the word became popular in America in the Thirties, it meant an unattractive,

BOOKS

Stocktaking and future-gazing

Nineteen Eighty-Four in 1984: Autonomy, Control and Communication. Edited by Crispin Aubrey and Paul Chilton. Comedia £3.95, 0 966891 43 8.

Future Society: Life After 1984 - Threats or Promises? By David Lyon. Lion Publishing £1.50, 0 85648 705 8.

The year 1984 was bound to produce a spate of stocktaking and future-gazing books, some analysing the extent to which Orwell's predictions have come true, others using the opportunity to make guesses about the future. *Nineteen Eighty-Four in 1984* is the first category and consists of 11 essays, most with a strong left-of-centre flavour, addressed to such matters as censorship, contemporary Newspeak and the information revolution. The authors are a mixture of academics and writers who are, in the main, critical of the present administration in both Britain and the United States.

The three essays in the first section consider various interpretations of Orwell's novel, whether it can be claimed by the Right as an indictment

of socialism, "worth a coal million votes to the Conservative Party" as Frederic Warburg the book's publisher said at the time, or whether, as a condemnation of authoritarian regimes, it can be used against some present-day governments. David Widger has no doubt, arguing that it should be, as he puts it, "reclaimed by the non-Stalinist Left and rescued from the CIA publishing founts, Radio Free Europe, the Cold War illiberal". He finds the wars of *Nineteen Eighty-Four* much better compared with the rockets, satellites, toxins and herbicides currently available.

Two chapters look at language and communication. Paul Chilton tries to show how equivalents to Newspeak are being used by politicians today. He employs both parody of Orwell and straightforward narrative to illustrate the point. His examples, (political leaders using transparent letrons and invisible text, attacks on trade unions, debate about the Falklands War) are far enough but one-sided. Leading figures of all political or religious beliefs bend language to affect people's thoughts, it is not something peculiar to right-wing politicians.

More interesting is the chapter by Florence Lewis and Peter Moss analysing the most censored American news stories. It is a sobering thought that in 1982 American news media, for various reasons, did not report that toxic waste was being dumped on Indian land, that US firms had traded with Nazis and that US citizens were under secret surveillance.

Other contributors consider civil liberties, the use of robots and the impact of high technology. It is a tribute to the power of Orwell's brilliant imagination and narrative that so much interest has been shown in interpreting his novel and relating it to contemporary life. This collection of comments is generally well written and thought-provoking if somewhat biased.

David Lyon's *Future Society* also makes mention of Orwell but is much more concerned with speculation about life after 1984. It is an unusual book in that it presents social analysis based not on Marxism, Marxist or other precepts recently or currently in vogue, but rather on Christianity. The book is liberally sprinkled with statements of faith like "Real hope lies in

God". "Christianity vibrates with a hope which is more than a dream", or "The eventual alternative society will be brought into being by God himself".

Many of the familiar features of future-gazing are discussed: the microchip, the power of the state, counter-cultural communities, the nature of a twenty-first century Utopia, warfare and welfare. There is regrettably little about education beyond occasional allusions towards community schools, which is strange for an author who is surrounded by education experts at Bradford and Ilkley College.

The writer's concern for human and community aspects of life is a refreshing and welcome feature absent from many exercises in futurology. However, God did seem to be everywhere in the book, though not in the index. Believers in active Christianity will draw comfort from the author's stress on the need for radical action by committed Christians, but I personally found the earnest evangelism overwhelming at times.

E C Wragg

Aural

Educating Hearing-Impaired Children. By Michael Reed. Open University £15.00 335 10422 3 £5.95 10576 9

The justification for a new book must be that it provides new material or a better exposition of the subject-matter than the texts already in existence. On these grounds it would be difficult to justify this volume. Quigley and Kretschmer or D F Moore deal with educational matters more comprehensively and in greater depth; Courtman-Davies deals with the specific problems of language learning in greater detail and with greater expertise; and the text of Nolan and Tucker covers the content of this book far more effectively. One wonders therefore why this book was ever written.

Of its eleven chapters only the last six deal directly with educational matters and all are characterized by what might be called the thumbnail sketch approach. The section on the oral/manual controversy is only one page long. The treatment of reading and speech is skimpy and inadequate. Writing is not dealt with at all and auditory training is not given a section to itself. Although Whetnall and Fry are listed three times in various references their views are not mentioned in the text. The work of van Uden is described but its success almost dismissed.

What the book does do well is to outline the educational options available in the British system. The author has clearly had long experience in this area. It is also a source of useful advice in everyday matters for parents but it fails to deal at all adequately with the crucial issues of language acquisition and the methods of achieving this. It is a non-contentious book on a very contentious subject.

There appears to be little or no awareness of present-day psycholinguistics, language pathology and therapy and sometimes the exposition leaves much to be desired. Given the other texts that are available we would be loath to recommend this book to either parents or teachers. It might possibly help a student with too rigid an academic outlook but as regards the central and intensely important matter of teaching the deaf child language in all its aspects it is unable to give the reader much more than a smattering of the relevant topics.

The Hardest Work Under Heaven. The Life and Death of the British Coal Miner. By Michael Pollard. Hutchinson £9.95, 0 09 158280 6.

When holiday time comes around I always think of my grandfather, who loved his annual week at Blackpool and would be on the prom in his straw hat within 10 minutes of arriving at the boarding house. The air, he used to say, was "worth a guinea a bucketful". I understood his feelings a little more when one day he thrust me under the table in order to demonstrate the space in which he hid his eight hour shift down the pit. Not that it was all that true a comparison. For one thing I was not up to my knees in black water, nor were there 300 yards of solid rock over my head. As a conceptual aid, though, it served well enough and I still use it from time to time.

Michael Pollard's social history of mining is every bit as good as a push under the table. Always graphic, often harrowing and sometimes moving, it tells how the miners, by force of economic circumstance, found himself in the nineteenth century squating -

A Woman's Place. By Morag Alexander. £5.95 329 1.

Disputed Territories. By Philip Warner. 328 1.

Wayland £4.95 each.

Race and Race Relations. By Jessica Kuper. 0 7134 1985 7

Space Exploitation. By Tim Furniss. 4265 4.

Batsford £6.95 each.

When is an opinion a fact? When you agree with it. "There is much more to learn from the experiences of women than has yet been recognized." "It is impossible to underestimate the contribution made by feminist thinking to women's improved legal, social and economic status today." Well, you can't quarrel with any of that. Can you? What about, "Argentina was undoubtedly wrong in trying to assert her claims by force, and Britain right to come to the islanders' aid"? Just an opinion - propaganda event. But all three statements are equally presented as authoritative narrative in the two books in Wayland's People, Politics and Power series. *A Woman's Place* and *Disputed Territories*. Their readers might agree or disagree with me about the statement, or they might just swallow them whole.

This is what makes politics education such a thorny subject; one person's objectivity is another person's bias. It all depends on your values, the weight you give to different abstract concepts such as - in these cases - justice, which itself all depends on what justice means to you anyway, and how you apply it in different situations. Which depends on what? Your family? Your teachers? Your reading of the People, Politics and Powers series?

Actually it's a deservedly respected series, and these two additions to it don't let it down. There seems to be a conscious effort not to be contentious, with all kinds of "Some people think" and "But many people would argue" and "Could this perhaps be" etc. It's only when something you disagree with jumps out at you that you begin to search for the opinions disguised as facts, and to be fair, there are not many of them. But if they're not immediately apparent to the educators what chance is there for the educated? And what about all the other influences at work here, all the ideological assumptions involved in the choice of topics and the whole hidden curriculum?

But that way madness lies. Better just to rest assured in the knowledge that these books present a clear, informative, easily intelligible, and what most people would see as balanced, account of some contemporary problems. Their scope is global; women in different societies and religions are discussed as well as women's image in literature and advertising, and disputed territories and displaced people from Cyprus to Kashmir, from Kurds to Watutis.

Use Race and Race Relations for its valuable discussions of race, ethnicity, culture, the nature of prejudice and discrimination, the origins of racism in slavery and colonialism, and the idea of genocide. Use it for its exploration of race issues in Britain, the United States and South Africa today. Like all these books it is well-illustrated and contains a glossary and book list for further study.

But that way madness lies. Better just to rest assured in the knowledge that these books present a clear, informative, easily intelligible, and what most people would see as balanced, account of some contemporary problems. Their scope is global; women in different societies and religions are discussed as well as women's image in literature and advertising, and disputed territories and displaced people from Cyprus to Kashmir, from Kurds to Watutis.

But that way madness lies. Better just to rest assured in the knowledge that these books present a clear, informative, easily intelligible, and what most people would see as balanced, account of some contemporary problems. Their scope is global; women in different societies and religions are discussed as well as women's image in literature and advertising, and disputed territories and displaced people from Cyprus to Kashmir, from Kurds to Watutis.

But that way madness lies. Better just to rest assured in the knowledge that these books present a clear, informative, easily intelligible, and what most people would see as balanced, account of some contemporary problems. Their scope is global; women in different societies and religions are discussed as well as women's image in literature and advertising, and disputed territories and displaced people from Cyprus to Kashmir, from Kurds to Watutis.

Objectivity and bias

When is an opinion a fact? When you agree with it. "There is much more to learn from the experiences of women than has yet been recognized." "It is impossible to underestimate the contribution made by feminist thinking to women's improved legal, social and economic status today." Well, you can't quarrel with any of that. Can you? What about, "Argentina was undoubtedly wrong in trying to assert her claims by force, and Britain right to come to the islanders' aid"? Just an opinion - propaganda event. But all three statements are equally presented as authoritative narrative in the two books in Wayland's People, Politics and Power series. *A Woman's Place* and *Disputed Territories*. Their readers might agree or disagree with me about the statement, or they might just swallow them whole.

This is what makes politics education such a thorny subject; one person's objectivity is another person's bias. It all depends on your values, the weight you give to different abstract concepts such as - in these cases - justice, which itself all depends on what justice means to you anyway, and how you apply it in different situations. Which depends on what? Your family? Your teachers? Your reading of the People, Politics and Powers series?

Actually it's a deservedly respected series, and these two additions to it don't let it down. There seems to be a conscious effort not to be contentious, with all kinds of "Some people think" and "But many people would argue" and "Could this perhaps be" etc. It's only when something you disagree with jumps out at you that you begin to search for the opinions disguised as facts, and to be fair, there are not many of them. But if they're not immediately apparent to the educators what chance is there for the educated? And what about all the other influences at work here, all the ideological assumptions involved in the choice of topics and the whole hidden curriculum?

But that way madness lies. Better just to rest assured in the knowledge that these books present a clear, informative, easily intelligible, and what most people would see as balanced, account of some contemporary problems. Their scope is global; women in different societies and religions are discussed as well as women's image in literature and advertising, and disputed territories and displaced people from Cyprus to Kashmir, from Kurds to Watutis.

But that way madness lies. Better just to rest assured in the knowledge that these books present a clear, informative, easily intelligible, and what most people would see as balanced, account of some contemporary problems. Their scope is global; women in different societies and religions are discussed as well as women's image in literature and advertising, and disputed territories and displaced people from Cyprus to Kashmir, from Kurds to Watutis.

But that way madness lies. Better just to rest assured in the knowledge that these books present a clear, informative, easily intelligible, and what most people would see as balanced, account of some contemporary problems. Their scope is global; women in different societies and religions are discussed as well as women's image in literature and advertising, and disputed territories and displaced people from Cyprus to Kashmir, from Kurds to Watutis.

But that way madness lies. Better just to rest assured in the knowledge that these books present a clear, informative, easily intelligible, and what most people would see as balanced, account of some contemporary problems. Their scope is global; women in different societies and religions are discussed as well as women's image in literature and advertising, and disputed territories and displaced people from Cyprus to Kashmir, from Kurds to Watutis.

But that way madness lies. Better just to rest assured in the knowledge that these books present a clear, informative, easily intelligible, and what most people would see as balanced, account of some contemporary problems. Their scope is global; women in different societies and religions are discussed as well as women's image in literature and advertising, and disputed territories and displaced people from Cyprus to Kashmir, from Kurds to Watutis.

But that way madness lies. Better just to rest assured in the knowledge that these books present a clear, informative, easily intelligible, and what most people would see as balanced, account of some contemporary problems. Their scope is global; women in different societies and religions are discussed as well as women's image in literature and advertising, and disputed territories and displaced people from Cyprus to Kashmir, from Kurds to Watutis.

disaster, the climactic act in a long running tragedy of mismanagement and unconcern.

That the troubles of today's mining industry cannot be understood without reference to its past seems axiomatic. Even though the worst days of horror and exploitation are gone, they are by no means forgotten. And whatever the talk of "show pits" and automation, coal is still got from under the ground by men who go down in the darkness in cages with lamp and water bottle and snap tin. Small wonder that today's NUM finds it hard to eschew suspicion or to hand over any hard-won advantage to the employer.

And a significant number of my friends escaped the pits. We were the first generation to have the real opportunity of making the miner's eternal vow, "No son of mine . . . come anything like true. How ironic that we now see miners fighting to keep the pits open for their sons - a tragic state of affairs brought about by a succession of governments which have shown almost as much indifference to the social effects of contraction as earlier ones did to those of expansion.

Lord Beloff skillfully weaves the political preoccupations and manoeuvres of the day into a seamless web of narrative. When the encyclopedic Mowat and Scintillating Taylor pioneered the history of the inter-war years, they gave us more rounded, if sometimes incoherent, accounts. *Wars and Welfare* supplies economic background only when it is politically relevant, and omits altogether the social and cultural excitements of the period.

This is a story of little men coping with big issues, yet coping on the whole with surprising success. Life for most Britons was getting better, and democracy did survive and adapt under threat. It was in the Forties that the long, troubled overture gave place to full drama of world war and cautious domestic revolution. Disappointingly, that climactic decade appears here only as an incomplete epilogue.

And a significant number of my friends escaped the pits. We were the first generation to have the real opportunity of making the miner's eternal vow, "No son of mine . . . come anything like true. How ironic that we now see miners fighting to keep the pits open for their sons - a tragic state of affairs brought about by a succession of governments which have shown almost as much indifference to the social effects of contraction as earlier ones did to those of expansion.

And a significant number of my friends escaped the pits. We were the first generation to have the real opportunity of making the miner's eternal vow, "No son of mine . . . come anything like true. How ironic that we now see miners fighting to keep the pits open for their sons - a tragic state of affairs brought about by a succession of governments which have shown almost as much indifference to the social effects of contraction as earlier ones did to those of expansion.

And a significant number of my friends escaped the pits. We were the first generation to have the real opportunity of making the miner's eternal vow, "No son of mine . . . come anything like true. How ironic that we now see miners fighting to keep the pits open for their sons - a tragic state of affairs brought about by a succession of governments which have shown almost as much indifference to the social effects of contraction as earlier ones did to those of expansion.

And a significant number of my friends escaped the pits. We were the first generation to have the real opportunity of making the miner's eternal vow, "No son of mine . . . come anything like true. How ironic that we now see miners fighting to keep the pits open for their sons - a tragic state of affairs brought about by a succession of governments which have shown almost as much indifference to the social effects of contraction as earlier ones did to those of expansion.

Gerald Haigh

Clear and clever

The First World War. By Keith Robbins. Oxford University Press £12.50, 0 19 219163 2

Wars and Welfare: Britain 1914-1945. By Max Beloff. Edward Arnold £18.95 and £7.95.

The nightmare shock of "The Great War" fades slowly as its mutilated generation dies away. Over recent decades popular histories, anthologies, novels, memoirs, scandal-mongering, the War Requiem, sombre films and television documentaries have helped to keep raw and immediate the horrors our grandparents endured. Even today sophisticated schoolchildren weep over Wilfred Owen and the anonymous millions. And we all know instinctively that our brave new Twentieth Century began at a precise disastrous moment in 1914.

In place of familiar heartache, drama and heroics Keith Robbins, a professor of history, offers a coupling brief narrative with wide-ranging analysis. He is clear, clever and unobtrusive. You will not learn here what war felt like to those involved, nor understand whether the course of world history changed. Professor Robbins plays down the war's significance, treating with cheerful cynicism everything from inebriate commanders to proliferating poets. The result is pleasantly readable and original, but not very convincing or thorough. Careless presentation undermines confidence: there are trivial slips (Schlieffen given two different sets of dates, a million tons of explosive to shatter Messines ridge, for example) and the two maps are useless for following the moves described apart from being transposed and mistitled. More welcome are the succinct essays comparing the floundering efforts of belligerent governments, both in defining realistic war aims and in dealing with obstreperous military experts.

Max Beloff's story is told more seriously, with the gravity proper to two dull, doomed decades. Men of moderation and mediocrity satisfied a bemused electorate, leaving older political giants and younger visionaries to fume in the wings. Caution and inexperience limited their actions, for politicians faced an unfamiliar world where a newly democratised Britain was fast losing its wealth, international prestige and imperial purpose. Labour especially, shining hope of the new electorate, should have dominated the political stage; instead, it was hopelessly at sea in facing situations for which its philosophy had not equipped it.

Lord Beloff skillfully weaves the political preoccupations and manoeuvres of the day into a seamless web of narrative. When the encyclopedic Mowat and Scintillating Taylor pioneered the history of the inter-war years, they gave us more rounded, if sometimes incoherent, accounts. *Wars and Welfare* supplies economic background only when it is politically relevant, and omits altogether the social and cultural excitements of the period.

This is a story of little men coping with big issues, yet coping on the whole with surprising success. Life for most Britons was getting better, and democracy did survive and adapt under threat. It was in the Forties that the long, troubled overture gave place to full drama of world war and cautious domestic revolution. Disappointingly, that climactic decade appears here only as an incomplete epilogue.

Tom Corfe

GUIDES TO PROMOTION

Two new publications covering Preparation, Applications, Interviews. Getting a Headship and 'A Teacher's Guide to Promotion' by Ron and Joyce Cave. Former Chief Inspector and Senior Primary Adviser, Cambridgeshire - L.E.A. £2.50 each.

Cheque to: Educational Consultants, 8 Tyne Close, Garsington, Oxford OX4 2DQ (01865 200000) (157)

The why and how of racism

by Michael Marland

Curriculum Opportunities in a Multicultural Society. By Alma Craft and Geoff Bardell. Harper and Row £6.50 0 06 318285 8. Children and Race: Ten Years On. By David Milner. Ward Lock Educational £4.95 0 7062 4268 8.

Too many of us in schools do not know enough about the psychological roots of racism, and too often whole-school curriculum planning is not strong enough to combat it. These two books address those problems. The first deserves to be widely read. Its stance is positive and looks to all schools: a multicultural society offers opportunities for improving the curriculum for all.

Thirteen experienced teachers or teacher educators were asked to consider: (a) whether ethnic minority pupils might have particular contributions to make of particular classroom needs; (b) how their subject could contribute to all pupils' understanding

and acceptance of cultural diversity; and (c) ways in which their subject could make a more specific and direct contribution towards the combating of racism.

Almost all the chapters are thought-provoking, sensible and practical. For instance, after asking "what do chemists do?", Lolo Wyn Williams places the emphasis on the conversion of materials, seeing the search to explain and interpret the properties and behaviour of substances as a deeper activity but not the primary one. He can argue: "In seeking out the multicultural dimension of a chemistry curriculum we must always come back to the element of human achievement. In this context, valuing cultural diversity implies recognizing the achievement of human beings in different cultural, historical and environmental settings, with particular reference to the use and conversion of raw materials by chemical means into usable products."

In discussing Art and Design, Alan Leary is less easily optimistic, perceptively and importantly pointing out

that "the issue of multiculturalism... may well attract (and deserve) criticism; for it may be seen to be overtly pedagogic rather than expressive". The orthodoxies of previous movements can thus block current thinking. He cogently criticizes the syllabuses of Art and Design examinations as "cultural parochialism", and laments the fact that many heads of art departments were found by a survey to believe that "no particular action or emphasis was necessary to make the curriculum relevant to a multi-ethnic society".

Oliver Leaman faces the likelihood that in some schools children of Caribbean origin are encouraged to devote too much time and energy to games, and he has a strong sense of the dangers of stereotyping: he has too little space to explore in sufficient detail his important points about the possible clashes between certain cultural approaches and the "liberal Western" idea of physical education, and his sensible section on dance falls short on its artistic aspect.

One of the best chapters is that by Angela Wood on religious education, which she argues is "concerned not to initiate young people into one religion but into the meaning of religion and religious". But I found disappointing John Broadbent's chapter on modern languages, surprising in view of his excellent writing on community languages in the 1984 CLT publication *Minority Community Languages in Schools*. The chapter reflects the literally scandalous lack of a national policy for bilingual education, and reluctantly but far too easily accepts the dominance of French. It mentions but does not effectively argue for a much increased place for non-European languages. There is virtually no reference to the practices in other EEC countries or of the important and well established patterns of bilingual education in the US and Canada.

Bilingual education is not the only gap: there is no mention of the pastoral curriculum or pastoral care at all. The teaching of anti-racism is mentioned, but fairly briefly. In Michael Vance's chapter on biology there is mention of "a coherent anti-racist theme throughout the school curriculum", but the book does not develop that, or any aspect of whole-school planning.

The "whip-round model of curriculum planning", as I call it, in which existing subject teams are asked to throw into the curriculum kitty what they can find to contribute, is the weakest aspect of our lack of coherent curriculum planning. Regrettably the form and origins of this book make it an example of the very fault to which it should be addressing itself.

Nearly 10 years ago when David Milner's *Children and Race* was first published the point that made most impact was the author's findings that when asked "Which look's most like you?" virtually half the "West Indian" children (compared with none of the "English" and only a quarter of the "Asian") "misidentified", that is chose a doll not of their own ethnic group. The new version is considerably rewritten, reports his more recent experiments, and reviews thoroughly a worldwide range of studies. His recent work shows a major drop in the percentage of tested "West Indian" children identifying with the white figure - from 48 per cent to 27 per cent, and he sees fresh hope in this.

David Milner reviews afresh the arguments for relating identity to self-esteem, and his new approach is far less accepting that "misidentification" relates to "low self-esteem". American work by M B Spencer published in the *Journal of Child Psychology and Psychiatry* since he completed the new edition would appear to challenge still further the automatic linking of poor self concept with pro-white preferences.

The importance of the book, however, does not rest on that particular experimental work, which was anyway probably over-reacted to when the first edition appeared. It is an attempt to produce a coherent overall analysis of how racial attitudes develop in children, bringing together history, cultural studies, psychology and educational analysis. The excellent and important first chapter, now re-titled "Prejudice: a pre-history" is a tidied-up version (eg with "black" substituted for "negro") of the major part of the original first chapter. It then has an almost new full chapter on "Psychology and Prejudice". These first 50 pages are essential reading for a teacher hoping to explore the why and how of racism.

The middle 100 pages of the book explore children's development, and is here that the curriculum planner, considering the pastoral context, will find most to consider. Here it outlines how children "learn not to 'what to do' but also 'how things are' we see them". Through precise direct and indirect tuition, the child "modelling", the influence of the children, and the social structure, a child develops an identity as she or he learns to understand the world as perceived in certain ways: "idols come to view their world through race-limited spectacles". He draws traces that from the age of three the majority-group children show a degree of being aware of simple racial differences. Soon after they are preferring and identifying with a in-group, and "showing some dislike or rejection of other racial groups", and "around the age of 6 rudimentary versions of adult attitudes may be mouthed".

Although he stresses in his introduction that the book "has no pretensions to being a handbook for multi-ethnic education", his final two chapters scrutinize and debate the various approaches to the education of children from ethnic minority families.

Perhaps too much of the final chapter is taken up with debating arguments of other writers, and at times one gets tired of what the author himself calls "this litany of racial studies". I would have liked a continuous exposition of how his own situation rather than reviewing studies of others. However, his fair comparison between "multiculturalism" and "multiracialism" is helpfully written. David Milner too that multi-culturalist can take approaches on their own can say that it is only cultural differences that divide us. As he powerfully declares: "The reality is one of racial hostility rather than hostility engendered by cultural distinctiveness of people who, coincidentally, happen to be black."

It is a bitter but fair truth the book with: "The education system has been unwilling to confront the issue of racism, or even to accept that it is doing so." This book will certainly help readers do so with understanding.



Everyday at Wye: from 'We'll Meet Again' Photographs of Daily Life in Britain During World War Two, with an introduction by Robert Kee (Dent £10.95). There is no dearth of picture books on this new fashionable subject, but this particular collection is curiously vivid. Most of the pictures have never been published before.

From 'earliest times'

Young Offenders and the Law. By Lionel Rose. Batsford £6.95 0 7134 1299 2. **Law and Order.** By John Dumbleton. A and C Black £3.95. 0 7136 2355 1. **Textiles.** By Stella Robinson. 85078 342. **Tools and Manufacturing.** By Gordon Burns. 343. **Health and Medicine.** By Dr Lulse Parsons. 344. **Wayland Endeavour series £4.95 each.** **History of Medicine.** By L Hartley. 0 631 90900 5. **Blackwell £1.95.**

All these illustrated topic books trace the history of their subject from "earliest times" until today, with the exception of *Young Offenders and the Law* which concentrates on the modern period, beginning in the early eighteenth century. It's one of Batsford's best history in Focus books, and includes some striking evidence of persistent vindictive and cruel treatment under the law of the juvenile offenders. There were 14,000 children under 16 in English jails in 1856; prison records show of 1872, complete with mugshots, still witness 9 and 11-year-olds convicted for stealing bread. The development of a more caring attitude within the last 100 years is traced too, but the conclusion with the SPG and the 1980-81 Race Riots is pessimistic. *Law and Order*, first published 20 years ago, sees things from a different angle, as its subtitle, "The Story of the Police", suggests. Its scope is greater and its text is interesting, but we are left to guess whether the line drawings are adapted contemporary illustrations or "artistic impressions".

There's no such doubt with the three Wayland books, but the doubt's resolved the wrong way; the full colour illustrations are all drawings, with never a print or photograph in sight. The technical diagrams for this series clearly needed to be drawn, but for old machines, and for people and places, photographs from industrial museums and contemporary illustrations would be much more authentic and immediate.

But the texts are good. These Endeavour books are concerned with the history of science and technology; the harnessing of the "laws of science and nature... to improve the quality of life over the centuries" and the "social consequences of successive technological advances". *Textiles* describes techniques of using plant, animal, and synthetic fibres from the drop spindle and the ground loom, still in use by Bedouins even after 5,000 years, to spinning wheels, jennies, mules and modern dry and melt spinning. Some surprising facts emerge: cotton is a plant of the hollyhock family, wool is a cabbage. You can have cloth coloured by being dyed in the piece (after weaving), dyed in the wool (before weaving) or even, as in ancient Mesopotamia, dyed on the sheep. *Tools and Manufacturing* beginning with early stone, flint, bronze and iron tools, goes on to concentrate on some of the less sung heroes of the Industrial Revolution, Henry Maudslay and Joseph Whitworth, James Nasmyth and Richard Roberts, whose development of planing, grinding, and milling techniques, of differential gears, hydraulic

hammers, and a score of other devices, made it possible to build the machines which could harness steam. *Health and Medicine* is interesting too, but it's put in the shade at half the price (in paperback) by the *History of Medicine* in Blackwell's History Project. No colour here, but the charts and diagrams are clear, the other illustrations are contemporary and attributed, and where they are re-drawings they're acknowledged to be so. This is a workbook too, with imaginative exercises based on the text and the quoted sources, starting with prehistoric magic and trephining and ending with the welfare state.

If there is a quibble, it applies equally to all the other books here; why must we still have early man, man the toolmaker, mankind, and how men kept the law? Does anyone need further convincing that when children read "men" they think "males"? Or that there are perfectly good alternatives - human beings, humanity, people. There seems to be an attempt to avoid sexist language on the part of the women writers here. What will it take to persuade the men?

Jessica Saraga

Battle of words

School and Multicultural Education: A Discussion Paper. General Synod Board of Education 50p.

A discussion paper, even if it is 50 pages long, is likely to be classed under "ephemera", and either left to gather dust on a shelf or thrown away. It would be unfortunate if either befall this document. It is thorough, well thought out, and carefully presented. Although its target is Synod and much of its concern is with the contribution of the Church and theological insights, nevertheless most of the booklet could be read with benefit by British teachers of any faith or none. It could be a basis for staffroom discussions or for seminars with students training to be teachers.

There are six sections - commitment to the debate; an explanation and discussion of terms; a survey of some of the contributions to the debate; attempting to apply theological insights; the contribution of the Church, concluding observations. Each section ends with a list of suggestions for discussion or personal reflection. Such terms as multiracial, mul-

tiracial or multiethnic are briefly explained, and the different nuances of meaning given. At least the newcomers caught up in the ping-pong verbal exchanges would know what the argument was about after reading this book, though it might not convince them of the importance of this battle of words.

The racist attitudes which some people have, though they may not be aware of them, may be based on Victorian values while Christian superiority. The challenge that "those must not be a matter of words or talk; it must be genuine and show itself in action", may weigh heavily upon the Christian because it is biblical; it might ask to be considered carefully by any teacher because it has to do with basic justice and common sense. The charge of paying lip service to this aspect of education is one to which the DES, most LEAs, and many schools must plead guilty. Perhaps this excellently researched paper will inspire Synod to do more than pass resolutions. I would like to think that it might begin great debate (where have I heard those fine words before), and result in an educational revolution.

W Owen Cole

Learning to be Prejudiced

Children in a Multi-Ethnic Society Alfred Davey

The most extensive and detailed study so far undertaken of the effects of growing up in multi-ethnic Britain on children's perceptions, attitudes and friendship patterns. It covers the spectrum from the socio-political context, in which children's ethnic attitudes develop, and examples of both recent and established social psychological theories of intergroup behaviour.

1983 224 pages
£8.95 net paper
ISBN 0 7131 6402 6

A Dictionary of Communication and Media Studies

James Watson and Anne Hill

A new dictionary written for students who include communication and media studies in their courses and who therefore need a working knowledge of a wide range of terms and concepts. It covers the spectrum from interpersonal communication to theoretical models, and includes information on historical development and definitions of technical terms.

August 1984 186 pages
£5.95 net paper
ISBN 0 7131 6411 5
£15.00 net boards
ISBN 0 7131 6410 7

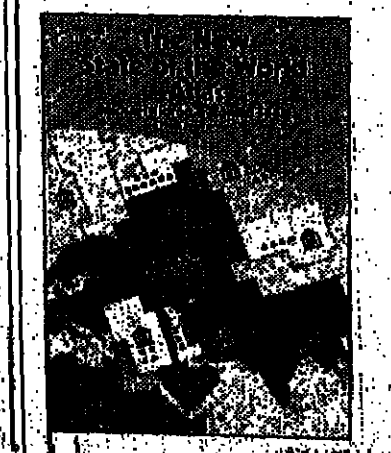
Edward Arnold
41 Bedford Square London WC1B 3DQ

PUTTING THE FACTS ON THE MAP

The first edition of *The State of the World Atlas* (1981) received international acclaim as a breakthrough in the communication of facts and ideas about the contemporary world. This completely revised and updated second edition takes account of the dramatic changes in the world from 1979 to 1983. Many of the maps are entirely new in concept and presentation and every other map has been fully revised with new data, new visual treatment and more comprehensive information.



THE NEW STATE OF THE WORLD ATLAS



The New State of the World Atlas is an illuminating and disturbing focus on the current state of the world.

Many of the maps in this second Atlas are new in concept as well as visual presentation. Some of the new maps included are:

- Complexions of Government
- Science Power
- Nuclear Power
- Urban Blight
- Protection and Exclusion
- Minority Views
- The State Under Pressure
- Green Revolution

Heinemann Educational Books
Hardback
ISBN 0 435 85494 9
£12.50

Published 21 September 1984
Paperback
ISBN 0 830 28482 0
£6.95

Pan Books

Hands With Care. By Frances Owen and Angela Jones. Gresham Books £4.95. A mother describes the extraordinary mixture of compassion and callousness she and her husband encounter in their tireless efforts to find the best care and treatment for their brain-damaged son. After much frustration and grasping of straws, a coordinated approach is achieved, with professionals collaborating with each other and with the parents. A remarkable team of good neighbours join in a home-based teaching programme under the supervision of a physiotherapist, whose understanding of the parents is as sensitive as that of the child. Gradually they learn to accept the severity of his handicap and to measure progress in his terms, not their own.

The Steps. By Clara Claiborne Park. Hutchinson £5.95. Elly is the child of a lively, academic American family. In this intensely personal account of the first eight years of her life, her mother describes the loving remoteness and self-imposed isolation that characterize her daughter's autistic behaviour, and the loving painstaking efforts of her family to seduce her into the human community. This famous book has now been published with an epilogue describing Elly's progress to adulthood, and offers more valuable insights into the care and understanding of autistic children.

Daily Living With A Handicapped Child. By Diana M Millard. Croom Helm £8.95. The effect and extent of many handicapped conditions are often unknown in babyhood. When a specialist skill or equipment can be prescribed, the baby is best helped by his family to develop at home. The author, an occupational therapist, offers simple, practical advice on stimulating the baby, feeding and day to day care, as well as basic tips on adapting the home and on aids to mobility. A brief outline of the special needs of the more prevalent mental and physical handicaps might serve as a useful introduction for the student or nursery nurse. However, the parents of a child who suffered from one of these conditions would certainly need a more comprehensive approach.

Special Education In Minority Communities. Edited by Philip Wilson. Open University Press £5.35 and £6. Children with special educational needs in minority communities are doubly disadvantaged. This new and authoritative introduction to the subject arises from a project funded by the Welsh Office and the School Council's Committee for Wales, and the few places where bilingual or bicultural education has become dominant theme. The central issues are discussed in the light of public research and the 1981 Education Act. Four case studies of multi-ethnic groups in English cities, Bangladeshi speaking communities in Texas, English speaking pupils in Franco-Quebec and bilingual communities in Wales highlight the complexity of the diversity of the problems. The part of the book tackles more general issues such as assessment, curriculum development and the provision of resources.

Handicapped Children. Edited by Len Barton and Sally Tomlinson. Croom Helm £16.95. 0 7099 3234 X £8.95. 0 7099 3252 9.

Here's a book that tackles head-on the key policy issues in its field. Margaret Archer in her foreword comments that special education has "remained stuck in the ruts of the old explanatory model that the individual 'deficiencies' or 'deficits' of children undergoing special education are still the main reasons for their being there" even though in general we have seen a shift from "identifying key characteristics of individuals which accounted for how they fared on unquestioned criteria of achievement" to "specifying those social processes through which achievement was defined."

The answer, she fears, to the question "who benefits?" is not obviously "those in manifest need" since "as the category enlarges the job opportunities shrink simultaneously, then befitting special education often becomes a matter of social penalisation rather than social welfare."

The editors too maintain that in the advanced industrial countries, though educators stress "integration or mainstreaming of pupils", in fact their special education sectors are expanding and more and more of their children are receiving some kind of a special education.

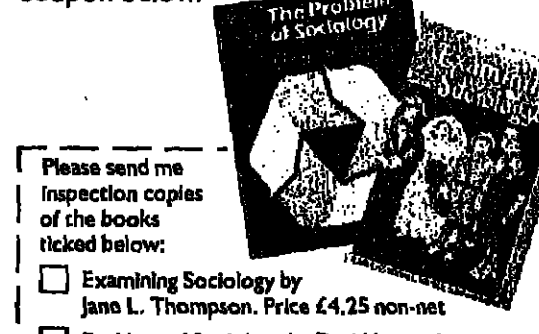
"Fulfils all the criteria of a good introductory book...imaginative, searching and provocative". T.E.S.

This is just one of the many reviews we have received about **Examining Sociology** since it was first published. **Examining Sociology** covers all the key topics in existing O level syllabuses but is more than just a textbook. It provides background information on all the topics covered, invites pupils to examine the evidence and then gives suggestions for research projects, asks checkpoint questions and even gives a selection of actual O level questions for your pupils to try.

"an excellent book...an indispensable contribution to any A-level course"

The Problem of Sociology by David Lee and Howard Newby will introduce your students to all the key theories and research in sociology they will need for

A-level. But ask to see inspection copies of both these textbooks by completing the coupon below.



Please send me inspection copies of the books ticked below:

☐ **Examining Sociology** by Jane L. Thompson. Price £4.25 non-net

☐ **Problem of Sociology** by David Lee and Howard Newby. Price £7.95 net.

Name

School

Address

To: Clare Wileman, Hutchinson Education, FREEPOST 5, London W1E 4QZ.

BOOKS

The New Sociology of Modern Britain: An Introductory Reader. Edited by E. Butterworth and D. Weir. Fontana £4.95.

Applied Sociological Perspectives. Edited by R. J. Anderson and W. W. Sharrock. George Allen and Unwin £4.95 and £12.50.

Topics in Sociology. By P. Trowler with M. Riley. University Tutorial Press £4.00.

Race Relations in Britain. By A. Pilkington. University Tutorial Press £2.95.

The Sociology of Youth. By S. Frith. Causeway Press, Ormskirk.

The Sociology of the Mass Media. By D. Glover. Causeway Press, Ormskirk.

Sociology Questions in 'A' Level Sociology. By E. A. Clarke and T. Lawson. University Tutorial Press £1.50.

Sociology: 'O' Level. By D. Walker. Elektra Educational Publishing Co., Guildford, £4.50.



"These youngsters are of a similar age but their experience of life is very different": so runs the bland caption to this photo (where?) on the first page of Youth in Society by David Whittaker (Longman Social Science Series Two £1.75), which we shall soon review.

Open and closed guide

Bernice Martin on O and A level sociology textbooks

Introductory textbooks in sociology are a long way from being my favourite reading matter and, at the outset of a review of the latest crop of such texts I should perhaps admit to both a stubborn mistrust of the genre and interminable doubts about the value of A level, and, a fortiori, of O level examinations in the subject. In the course of teaching introductory sociology to first year undergraduates there have been more than a few occasions on which I would cheerfully have burned all available copies of even the very best textbooks - Worsley, Haralambos (especially Haralambos) etc - if it would help to unfreeze the fixed categories, definitive illustrations and over-used jokes which appear in nearly identical order in essay after essay, as if the last - rather than the preliminary - word had been said by the textbooks gurus. For example, all the admirable textbook attempts to address current issues can simply provide a tempting supply of "model" answers to any likely question. Or again the careful impartiality of textbook authors and their efforts to point up the interconnections between theoretical models and value stances so easily congeals into a student assumption that every topic must be carved up between two or three "watertight" compartments - usually the "functionalist", the "Marxist" and the "conflict" "schools", or sometimes the "Marxist" versus the "pluralist" model or the "determinist" as against the "action" perspective. Such schema too easily become substitutes for understanding and get between the student and the primary sources which really make up the discipline.

It is often difficult to persuade students that a seminal book or essay is worth reading in its entirety for its subtlety, its inner tensions, its significant asides or even its prose style, when a neat but bloodless summary exists - so much handier for exam purposes - giving its main content, docketing its strengths and weaknesses, and, worst of all, tagging it with a dismissive label. (No one has suffered more from this, incidentally, than Basil Bernstein whose richly-layered work must have been caricatured in more textbooks than anyone except the founding fathers themselves: he is travestied only mildly by Dianne Phillips in a generally sensible essay in one of the better of these books, edited by Anderson and Sharrock, of which more below.)

No doubt simplification and short cuts are just as frustrating to A and O level teachers. All the more reason to look with extreme care at what the autumn offering of new textbooks contains and to consider how they may best be used. If we must have textbooks, then, in my view, they should possess three essential virtues. A good introductory text should be comprehensible to students who have no prior knowledge of the perspectives and vocabulary of the subject. It should provide an up-to-date map of the debates and findings of the discipline, and an impartial guide to the major controversies. And finally, but most crucially, it should be an open not a

closed text. I mean by this that it should not inhibit exploration and curiosity by leaving the impression that all the answers lie there gift-wrapped by the expert, but rather should lead the reader on to new questions in the way that perspective opens up and deepens as one walks towards a distant object in a landscape.

One of the best examples of this particular quality is in Peter Berger's *Invitation to Sociology* which neither dates nor palls. Of course each virtue has its mirror-image vice. Avoidance of jargon does not need to become sloppy informality or a casual disdain for rigorous argument as it tends to do here in Ellis Cashmore's sensationalizing treatment of the sociology of youth. The desire to be up-to-date can result in a shallowness of historical perspective, (though this is not a serious fault here) or it can give rise to the over-schematic division of the field into "schools" of which I complained above. Most of these texts are to some degree guilty of the latter. (In the case of Simon Frith this, coupled with an effort at impartiality in a field dominated by Gramscian writers, has the odd effect of forcing him to conjure up item to fill the virtually empty box labelled the "Liberal" approach, and then tempting him to be so dismissive of David Marsland's "Liberal" analysis that one wonders why he bothered to mention it at all). Finally, the desire

for openness can slide into an easy relativity or a lack of precision about how intellectual judgments can be made between competing viewpoints. In fact a most welcome characteristic of several of these texts, and most notably the essays edited by Anderson and Sharrock, is a stress on and clarity about methodological issues, and the criteria by which evidence may be weighed and conflicting interpretations assessed. The two publications in Haralambos' new series *Themes and Perspectives in Sociology*, that is, Frith on *Youth Culture* and Glover on *The Mass Media*, also achieve respectable success on this count.

In fact most of the new texts are well-informed and readable: they score quite creditably by my three criteria, with one notable exception. Dennis Walker's O level text is so bad that it is hard to see how it got into print. Its business does not lie in any of the skills of which sociology is popularly accused: it is not coherent enough to display ideological bias nor sufficiently at home in the discipline to risk being "jargon ridden". Virtually every page contains a "howler" and the tone and style are too often simply frivolous, nowhere more so than in the sections on the family and social differentiation. There are indeed nuggets of perfectly accurate information but they are jumbled indiscriminately with mistaken "facts" (The Russian states repay their masses workers more than their professional classes, page 61) with Mr Walker's flights of fancy (on computer dating for instance, page 22) and the opinions of the tabloid press. The findings of research often appear as if at the end of a whispering game, which for instance gives us such ludicrous statements as "the middle classes favour Christian Science" (page 87) which is not the same as Bryan Wilson's discovery that Christian Scientists tend to be middle class. Worst of all, there is no grasp of the nature of sociological argument: if Mr Walker would use Anderson and Sharrock or the admirable little volume of stimulus questions for A level edited by Liz Clarke and Tony Lawson, he might begin to appreciate that individual behaviour and aggregate social phenomena must be treated as analytically distinct. As it is, we read that one of the factors increasing "the rate of theft" is "limits to the overcrowding that a person can take in large cities before resistance snaps and a life of crime begins" (page 89). There is no bibliography and the often quite sensible question at the end of each section could not possibly be answered from the text. Mr Walker would be wise to stick to his own discipline which, it seems, is law.

The rest of this harvest of new texts are serious sociology. Many of them are designed to plug the gaps in textbook provision by covering the main growth areas of the Seventies, that is, youth culture, the mass media, and race relations. The others fill pedagogical gaps rather than offering new subject coverage. Clarke and Lawson are enterprising sixth form teachers who have responded to the welcome innovation of compulsory stimulus questions in the AEB A level paper by writing a set of their own.

together with detailed marking schemes. The passages are varied and well chosen and the marking scheme sensible and fair. The virtues of such exercises lies in the student's direct exposure to classic texts and the need to demonstrate theoretical and methodological understanding as well as simple memory.

The latest edition of Butterworth's and Weir's deservedly popular readings is welcome for similar reasons. These are wide ranging and well chosen extracts which act as an appetiser to the main literature on British society. This fourth edition is extensively revised, including passages from very recent work and their introductions to each chapter. The updating reflects something of the growth area of the last decade (for instance a Werbner's account of Manchester Pakistanis) while staying within the old-established core topics. It remains one of the best introductory readers on the market.

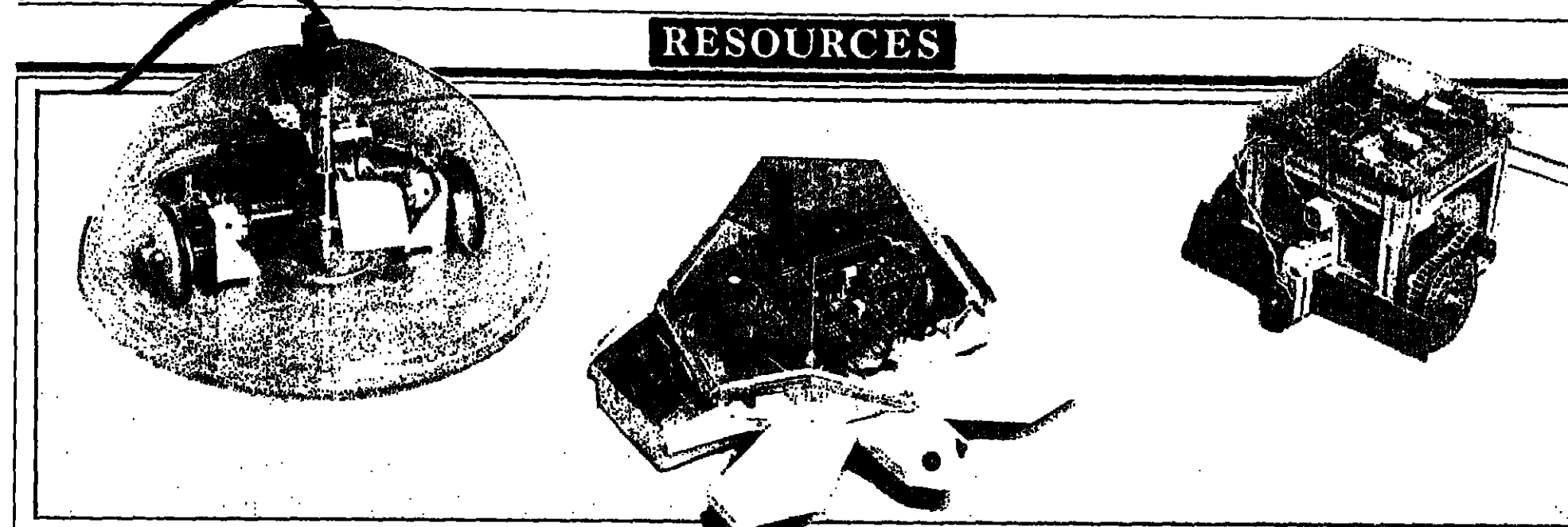
Anderson's and Sharrock's volume of essays also stays mainly within the core areas, plus gender and race. I have already indicated some of its virtues. Better than any text I know, it makes clear and simple, without any travesty, the nature of the intellectual exercise which constitutes sociology and explains the inevitability and fullness of controversy in the subject. This is genuine even-handed openness. Peter Martin's essay on social stratification is particularly good, and among the other contributors only Liz Stanley on sex and gender tends to assume too much familiarity with the literature from her readers. The book is meant to be used alongside a fuller exposition of theoretical and empirical work and would obviously benefit from such use.

Paul Trowler's *Topics in Sociology* is less successful. It covers mainly the "new" areas, plus "development", but perhaps tries to do too much, covering theoretical and methodological issues, research findings and current British data in rather too busy and diffuse a way. Pilkington's book on *Race Relations* is very similar. Both books do however cover the ground competently and provide good discussion questions and useful bibliographies.

The two texts from Haralambos' series, those of Frith and Glover are briefer and better focused, though with much more selective bibliographies. Both are competent, and in general fair and clear. Glover's treatment of the mass media does however tend to side-step the main contribution of structuralist and semiotic work in this area. Perhaps it was considered too "difficult" for A level. At all events it makes his text shallower than it might have been. Frith's little volume on youth culture is more coherent and comprehensive. His treatment of other researchers in the field, though critical, if fair and open. Frith does rather underplay the role of youth culture in the social differentiation of the working class and extremist styles into over-sharp relief. But he has some sensible and unpretentious remarks to make on the possible effects of high levels of unemployment - the possible erosion or our assumption that youth culture is synonymous with "leisure", for example - and makes it clear that, for the moment, we have no real research to go on.

By contrast Ellis Cashmore's book reads like a frenetic television documentary (the title *No Future* is indicative) in which fact, fiction and speculation merge together. He uses a racy style, presumably to display his familiarity with the argot of youth, but has a distinctly cavalier way with concepts and evidence. Half the book is a first person account (fictional fact?) of the life of a delinquent, National Front skinhead and unemployed, of course. The alternating chapters are a review of the literature on youth culture, mainly designed to award plus and minus marks for moral and political righteousness to the various youth sub-cultures (a-political fascist skins, by the way), and to give top marks to Cashmore himself. One is left with a picture of youth, both white and black, which is an alarmist under-gam of stereotypes of a lumpen under-class. Given that most students have inside information about youth culture, it might be quite useful to use Cashmore as an A level teaching aid if only to stimulate a saving scepticism about teachers who have responded to the welcome innovation of compulsory stimulus questions in the AEB A level paper by writing a set of their own.

RESOURCES



TURTLES and BUGGIES

Anthony Ginn on the cybernetic creatures that link computers with the real world

The Turtle was the brainchild of educationalist and computer scientist Seymour Papert, who pioneered educational computing at Massachusetts Institute of Technology in the mid 1960's. Papert wanted a physical model to make the abstract workings of a computer comprehensible to children. His solution was a little cybernetic animal called the "Turtle", a motorized robot with a pen in its belly. It moves forwards, backwards, turns and can raise and lower its pen. By teaching the Turtle to draw pictures a child learns the principle of LOGO, as well as a good deal of geometry and logical thinking. The instructions which drive the robotic Turtle also command a screen Turtle on the computer's monitor.

The first British Turtle was designed by Andrew Russell and David Wyse of Edinburgh University's Artificial Intelligence department. It had a micro-frame and was connected to a mainframe computer by a cord.

Its descendant is the Edinburgh Turtle, manufactured under licence by Jessop Electronics of London. It appeared in 1982 at £250, but the price was dropped to £165 in 1983. The Turtle connects to the computer with a three metre cord. It contains a small speaker which plays "Scotland the Brave" and uses special pens supplied by Jessop. It is powered by two linear DC motors. An infra-red optic switch monitors the wheels. This information is fed back to the computer and the Turtle's movement monitored.

With appropriate software the Turtle can be operated using Apple, Sinclair, Commodore and RML Logos, and the BBC's Logo, Dart, Jessop supply their own primitive Turtle Graphics software, "OK Logo", which has been described as

"Neither OK or Logo". It has limited memory and no editing facility. It served as a useful stop gap to drive the Turtle when no full version of Logo was available but, along with other "pseudo" Logos, has almost had its day.

Jessop's monopoly was broken this year by the Valiant Turtle. The new Turtle costs £149, is remote controlled and has made curd Turtles obsolete. The Valiant uses an infra-red transmitter, similar to those used with remote-control TV, which plugs into the computer and sends instructions to the Turtle. The Edinburgh Turtle cord has to be untangled and often drags the Turtle off course; problems which are eliminated by remote control.

The Valiant Turtle is driven by Stepper motors, which produce more accurate drawings than the Edinburgh Turtle's DC motors. Rechargeable batteries run the Turtle for a day on one charge and an adaptor is supplied for recharging. It plugs into the Turtle and recharges the batteries in one hour. The new Turtle can be used with Commodore, RML, Apple, IBM, and Sinclair Logos and BBC Arrow and Dart programs. Valiant, like Jessop, supply their own "Turtle mover" software. It has a larger memory than OK Logo and editing facilities.

The Turtle shape makes it easy for children to determine which is forwards, backwards, left or right. Its eyes illuminate when the Turtle is switched on, and serve as battery power indicators, going out before other functions fail. It uses standard Bero! pens.

Valiant supply two well illustrated booklets, *Penup and Users' Guide*. The *User's Guide* contains information on running and maintenance along with some amusing cartoons. *Penup*

contains articles and activities for parents, teachers and children on Logo and the Turtle.

The Edinburgh Turtle's documentation consists of 43 bound, photocopied sheets on running and maintenance, a teachers' guide to OK Logo, and 13 worksheets reminiscent of a 1950's maths textbook.

Some of Edinburgh University's "logophiles" have a reputation for ignoring Papert's Piagetian-inspired view of Logo as a structured learning environment which children can explore naturally and spontaneously, preferring to use Logo to reinforce the traditional curriculum. Valiant favour the Piaget/Papert "discovery" approach. The difference in approaches is reflected in the documentation. In *Penup* we are discouraged from telling a child "RT 90 turns the Turtle through 90 degrees" and encouraged to let her experiment with different values and discover a right angle for herself. In contrast, in the first worksheet of the Jessop booklet we find "RIGHT 90 rotates the Turtle 90 degrees to the right".

Jessop are working on their own remote radio-controlled Turtle. At present it is in the prototype stage and still being debugged. It will cost £175, be battery powered and communicate with the computer by two-way radio. They hope to start production towards the end of September. One problem with radio control is interference from outside sources, such as CB, radiophones and microwaves. The French company ACT abandoned work on a radio-controlled Turtle for this reason. It would wander off in the middle of a polygon to pick up a customer at the "Big and Whistle". Jessop are confident that their version will not try any moonlighting.

A robot not in competition with the Turtles is the BBC Buggy, developed by the Microelectronics in Education Programme, the BBC and Economatronics Ltd. Turtles are used with Logo, the Buggy is driven from Basic. It is supplied in kit form with electrical parts ready soldered and costs £189. Its printed circuit board, motors, and sensors are mounted on a cuboid Fisher Technic frame. Two front wheels are driven by stepper motors and balanced by a ball bearing cursor at the rear. Two hinged plastic bumpers at the front serve as touch sensors operating micro-switches when pressured.

A bar code reader (BCR) is mounted on a swivel arm above the bumpers. This is a simplified version of the bar code readers at supermarket checkouts and it enables the Buggy to follow black lines along the floor and read primitive bar codes. It cannot be used in conjunction with the collision detectors as it hits any obstacle before bumpers.

Above the BCR arm is a light detector. This enables the Buggy to follow the advice of the Tibetan Book of the Dead and head for the brightest light. The detector's sensitivity is adjusted by a screw on the printed circuit board. Information from the Buggy's sensors is passed to the computer along a 20-way ribbon cable.

A pen kit is available as an optional extra at £19.95 to schools. It is operated by a solenoid and fits in the centre of the cuboid. It does not draw as accurately as either of the Turtles.

The Buggy is connected to the computer by a 20-way ribbon cable. Thirteen programs, supplied on cassette, allow you to test the various functions, drive the Buggy using the keyboard, display the route and plan a

journey on the screen, map out an object and its surrounding area, input information from bar codes and use it to play a tune, and follow a black or white line. The documentation is adequate on construction but sparse on applications.

Despite its name, the BBC Buggy is also compatible with RML machines, and software is being written for the Commodore 64.

The Buggy demonstrates several ways in which the computer communicates and interacts with the real world. To go beyond the scope of the software you need to be a Basic programmer, which limits its use with primary children. But in the Basic environment of a secondary school it is an excellent introduction to robotics and control technology. As a result, the BBC Buggy will contain a driver routine for the BBC Buggy but unfortunately it will not enable you to control the Buggy's sensors from Logo.

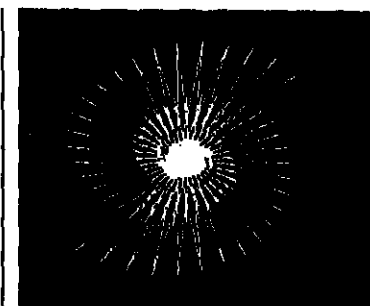
A company called IGR will be releasing a Turtle type robot later this year, called Zero 2. It will be cord-controlled with pen, speaker and line follower, will cost £99.95 and require an interface box as an extra. IGR are also releasing a buggy called Zeaker, which was manufactured by Colne Robotics but withdrawn because of problems. The Zeaker has a pen, touch sensors and horn and costs £99.95.

The educational benefits of Turtles and Buggies are vast. They provide a healthy link between the introverted environment of computer programming and the "real world". Jessop, Valiant and Economatronics should be congratulated on pioneering a new field with sound educational products.

Imaginative freedom

It is rare nowadays to attend a cheerful educational conference, so the meeting of the British Logo Users Group (BLUG) at Loughborough University (BLUG) on 31-September 2 was outstanding: not simply cheerful, but joyous. Founded only 18 months ago, the group has some 500 members, and brought together 200 participants at the meeting, including some from Europe, Israel and the United States. There is the best possible reason for the happy atmosphere: LOGO users are working with a computer language whose liberating possibilities are constantly expanding, and they are seeing results. The opening speaker, Sylvia Weir, drew on experiences with quadruplegic and autistic students to suggest the possibilities of this remarkably flexible computing language to put control, and so confidence, into the hands of young people with special needs, and this was a major theme of the conference, though many other issues, theoretical and practical, were explored.

The conference was constantly reminded that Turtle geometry, the aspect of Logo most familiar to the public, is only a small, though a vital, portion of its capabilities. Its power, as



a list processor, to enable teachers and pupils to create micro worlds means that it can be as important for the teacher of history or English as for the teacher of mathematics, and for children of ordinary and exceptional ability as for those with difficulties. Seymour Papert, guru of Logo and honorary president of BLUG, looked forward to exploring movement, music and statistics with it in 1985.

Speakers were even cheerful about the likelihood that eventually other, even better, educational languages would out Logo, though irritated by the demands for inappropriate evaluation made by uncomprehending managers. The general message was that Logo users were concerned with enabling children to grow in imaginative freedom, and that, for the foreseeable future at least, Logo was the right tool, not to finish, still to carry on the job enthusiastically.

John and Audrey Laski

Rod kit

PLAWCO Construction System Starter pack 125 rods, 500 connectors and adaptors, glue, protective tubing, abrasive plus handbook. Price £37.50 + VAT. Leisurewire Ltd, PO Box 12, Watlington, Oxford OX9 5EN.

I recall a time when I spent many hours with a wooden construction kit with dowel rods joined by multi-holed discs. Limitations of the material meant that the constructions had to be fairly large and curves were impossible. Now, nearly 50 years later, I have enjoyed working with a new, improved version of that childhood kit.

In the Plawco construction system drawn steel rods, which have been extruded coated with PVC to 4mm diameter, are joined by a variety of connectors, precision moulded in ABS plastic. The rods bend easily to required angles and curves can be formed by using suitably radiused formers. The extrusion coating gives a rustproof finished article when the rods ends are sealed by connectors or caps, and if the construction is to be permanent a special solvent adhesive can be used.

The only essential cutting tool required is a junior hacksaw but a

tor holding the rods while they are being sawn is necessary for pupils. CDT and physics teachers will find the system valuable, particularly in technology work where the design of structures is the subject of demonstration or experiment. The handbook supplied with the education pack explains the methods of use and the techniques of the system through progressive exercises, and concludes with 20 design problems to be solved with Plawco.

The manufacturers have now introduced a further list of project problems which is cost and copyright free and more lists are promised. Inventive teachers and pupils will discover that the system has many possibilities. I found that plastic-coated curtain wire fitted the connectors, giving flexible curves.

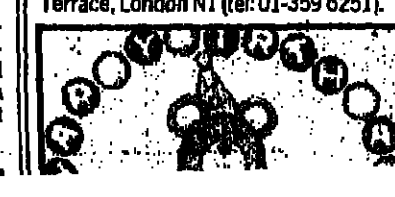
It is not surprising that the system won an equipment design top-award this year. But the manufacturers could improve the packaging - the bundling of the rods with adhesive tapes leaves a sticky area which is a nuisance; elastic bands would be better. And not all the labels on the connector packets match the handbook descriptions.

The system is an excellent construction medium but whether it is economical is questionable. Keen pupils will use pounds-worth of materials in a short time and I can see a lot of short lengths of rod accumulating.

notes

AT WHAT AGE CAN IT?
At five you can see a 'U' or 'PG' category film unaccompanied and you can drink alcohol in private; at 10 you can be convicted of a criminal offence if you know what you did was wrong; at 12 you can buy a pet; at 13 you can get a part-time job for certain hours of the day; and at 14 a boy can be convicted of rape.

These facts come in a new guide to laws affecting children and young people, published by the Children's Legal Centre. The guide, which is a pull-out feature from the Centre's monthly magazine "Childright", is intended to be used by the young people themselves and by anyone working with them in schools and youth clubs. It can be purchased, price 40p, from the Children's Legal Centre, 20 Compton Terrace, London N1 (Tel: 01-359 6251).



CRIME LAW AND SOCIETY PROJECT

Published by Holmes McDougall, Edinburgh for the Schools Council and the Home Office

The CLASP kit is designed to show 14-16 year-olds the real consequences of petty crime. Using the central themes of assault, car theft, burglary and shoplifting, it demonstrates that law breaking can have far-reaching implications not only for the offenders and the victims but for many other innocent sufferers.

Suitable for differing ability levels, the varied approach of the materials uses empathy as the key to understanding.

Please send me the CLASP brochure

Name _____

School _____

Address _____

Date _____

Post to
Holmes McDougall, FREEPOST, 137-141 Leith Walk, Edinburgh EH6 6JL.
No stamp is required.

NURSERY TEACHERS

Required from 1st January 1985, qualified nursery teachers for nine new nursery classes to be established in the following County schools:

BATH

Southdown Infants School.

KEYNSHAM

Kelston Road Primary School.

BRISTOL AREA

Bishop Road Primary School, Bishopston, Broomhill Infants' School, Brislington, Burnbush Primary School, Stockwood, Conisford Infants' School, Patchway, Four Acres Primary School, Withywood, St Anne's Park Primary School, St Anne's, Southville Primary School, Bedminster.

Applicants must hold a Teachers' Certificate. Scale 2 posts may be available in some schools.

Letters of applications, c.v. and names and addresses of two referees, to the Director of Education, PO Box 57, Avon House North, St James Barton, Bristol BS99 7EB. (Marked for the attention of Mrs M. G. Brown, Senior Adviser.) Please enclose s.e.

Letters should include a concise statement of educational philosophy and an indication of how you would like to set up the new class. Please indicate clearly for which post(s) you wish to be considered. Closing date: 28th September 1984.

Avon is an equal opportunities employer

Avon
COUNTY COUNCIL

ile Inner London Education Authority

The Authority would be pleased to receive applications from suitably qualified teachers to Scale 1 posts in the following subjects:

Business Studies
Design and Technology
Home Economics
Biology
Chemistry
Physics
Mathematics
Music

Posts in the Authority's teaching service carry an Inner London Allowance of £987 in addition to the Burnham salary.

The appropriate application form may be obtained from the Education Officer (TS2), Room 87, Main Building, The County Hall, London, SE1 7PB. Tel: 01-633 2101. Please state whether you are seeking a first teaching appointment.

ILEA is an equal opportunities employer.

HUMBERSIDE EDUCATION COMMITTEE HEADS

Required for January, 1985

SIGLESTHORNE PRIMARY SCHOOL

Siglesthorne, Hull, North Humberside

GROUP 2 NOR AGE RANGE 5-11

LEVEN G.E. PRIMARY SCHOOL

Leven, Hull, North Humberside

GROUP 4 NOR AGE RANGE 5-11

Application forms and further particulars are obtainable, upon receipt of a stamped, addressed envelope, from The Director of Education, (HC Staffing) County Hall, Beverley, North Humberside, HU17 9BA, to whom completed forms should be returned not later than Friday, 28th September, 1984.

All applicants are considered on the basis of their suitability for the job irrespective of disability, race, creed, sex or marital status. Disabled candidates whose applications have the written support of their D.F.O. will be guaranteed an interview.

Reasonable removal expenses will be reimbursed (details on request)

Application forms and further details obtainable from:—

Director of Education
Education Department (TAS)
Tasner House
Park Lane
CROYDON CR9 1TP
Telephone 01-886 4433 Ext: 2608

to whom applications should be returned by 21st September 1984.

NURSERY EDUCATION

continued

NOTTINGHAMSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the following posts:

RE-ADVERTISEMENT

BLUE BELL HILL INFANT SCHOOL

Gordon Road, Nottingham

Headmistress: Mrs. A.A. Aslin

Roll: 160 (including Nursery)

For January 1985, the nursery teacher (Scale 2) to take responsibility for a recently opened 40 place nursery unit in the inner city, multi-ethnic school. Applicants should be committed to parental involvement and to close liaison with the infant school.

Application forms available from the Head Teacher at the school. 100086 (04511)

WILTSHIRE

MULTI-CULTURAL EDUCATION SERVICE

Please see display advertisement under English as a Foreign Language. Page 94. (150020) 100026

Primary School Education

Headships

ASCOT

ASCOT AREA

Independent Nursery/Co-Preparatory School Headship, as an Independent Headship. (05057)

AVON COUNTY

1. BIRDWELL COUNTY PRIMARY SCHOOL

Holte Close, Long Ashton, Bristol BS18 6AZ

Salary in accordance with Group 3. Vacancy from 1st January 1985.

2. EAST WYMPREY VC PRIMARY SCHOOL

Church Lane, Harptree, Bristol BS18 6SD

Salary in accordance with Group 3. Vacancy from 1st January 1985.

Further details and application forms, returnable by 28th September, are available from the Education Officer, PO Box 57, Avon House North, St James Barton, Bristol BS99 7EB. Please enclose s.e.

Avon is an equal opportunities employer. (04404) 110010

BUCKINGHAMSHIRE

WYCOMBE AREA

WYCOMBE COUNTY MIDDLE SCHOOL

Mill End Road, High Wycombe

RE-ADVERTISEMENT

APPOINTMENT OF HEAD

Group 6

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

RE-ADVERTISEMENT

Education Service HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools.

All appointments from April 1985 or earlier if possible.

Heathwood Lower School

Heath Road, Leighton Buzzard LU7 8AV

Group 2

Estimated number on roll January 1985 - 73 children aged 5-9 years.

Bushmead Infant School

Bushmead Road, Luton LU2 7EV

Group 4

Estimated number on roll January 1985 - 133 children aged 5-7 years. There is also a 30 place nursery unit

Marlborough Lower School

Marlborough Road, Bedford MK40 4LE

Group 4

Estimated number on roll January 1985 - 163 children aged 5-9 years.

Mary Bassett Lower School

Bassett Road, Leighton Buzzard LU7 7AR

Group 4

Estimated number on roll January 1985 - 181 children aged 5-9 years. There are also plans to open a 40 place nursery unit in the current financial year.

Cranfield Lower School

Court Road, Cranfield, Bedford MK43 0DR

Group 5

Estimated number on roll January 1985 - 251 children aged 5-9 years.

Warden Hill Junior School

Birdsfoot Lane, Luton LU3 2DN

Group 5

Estimated number on roll January 1985 - 232 children aged 7-11 years.

Application form and further details may be obtained from the Chief Education Officer, County Hall, Bedford, MK42 9AP. Closing date: 21 September 1984.

LONDON ALLOWANCE PAYABLE: £845

WE ARE AN EQUAL OPPORTUNITIES EMPLOYER (0524)

BUCKINGHAMSHIRE

MILTON KEYNES AREA

SCHOOL COUNTY FIRST

Russell Street, Milton Keynes MK11 1BT

Headship - Group 5

The Headship of this school will be available from January 1985, due to the retirement of the present post holder.

There are 235 pupils on roll aged from 5 to 9 years. In addition there is a nursery class with 15 children attending mostly on a part-time basis.

Previous applicants will be automatically be re-considered.

Assistance with removal expenses and rented housing may be available to approved cases and there is a wide range of housing to buy in the area.

Application forms and further details are available from the Education Officer, Milton Keynes Area Education Officer, Wolverton House, Stratford Road, Wolverton, Milton Keynes MK12 2NY on receipt of a full and stamped application envelope. 110010

BUCKINGHAMSHIRE

BEACONSFIELD/CHILTERN

WOODSIDE COUNTY

MIDDLE SCHOOL

Mitchell Walk, Amersham HP8 6HW

Group 4

Applications are invited from well-qualified and experienced teachers for the post of Headteacher of this Middle School, catering for children aged 8 and 12 years. The appointment will be effective from January of April 1985. This is a re-advertisement and previous applicants need not re-apply.

Details and application forms available from the Education Officer, Milton Keynes Area Education Officer, Wolverton House, Stratford Road, Wolverton, Milton Keynes MK12 2NY on receipt of a full and stamped application envelope. 110010

BUCKINGHAMSHIRE

CLWYD

COUNTY COUNCIL

LIXWIM G.P. SCHOOL

Near Holywell

(160 pupils)

Applications are invited for the HEADSHIP of this Group 2 school. Welsh essential.

Application forms and further particulars may be obtained from the Education Officer, San Allwys House, 41 Wote Street, Beaumaris, Gwynedd, North Wales, LL58 5JL. Closing date for receipt of completed applications 3rd October, 1984. (054353) 110010

BUCKINGHAMSHIRE

CLWYD

COUNTY COUNCIL

LIXWIM G.P. SCHOOL

Near Holywell

(160 pupils)

Applications are invited for the HEADSHIP of this Group 2 school. Welsh essential.

Application forms and further particulars may be obtained from the Education Officer, San Allwys House, 41 Wote Street, Beaumaris, Gwynedd, North Wales, LL58 5JL. Closing date for receipt of completed applications 3rd October, 1984. (054353) 110010

BUCKINGHAMSHIRE

CLWYD

COUNTY COUNCIL

LIXWIM G.P. SCHOOL

Near Holywell

(160 pupils)

Applications are invited for the HEADSHIP of this Group 2 school. Welsh essential.

Application forms and further particulars may be obtained from the Education Officer, San Allwys House, 41 Wote Street, Beaumaris, Gwynedd, North Wales, LL58 5JL. Closing date for receipt of completed applications 3rd October, 1984. (054353) 110010

BUCKINGHAMSHIRE

CLWYD

COUNTY COUNCIL

LIXWIM G.P. SCHOOL

Near Holywell

(160 pupils)

Applications are invited for the HEADSHIP of this Group 2 school. Welsh essential.

Application forms and further particulars may be obtained from the Education Officer, San Allwys House, 41 Wote Street, Beaumaris, Gwynedd, North Wales, LL58 5JL. Closing date for receipt of completed applications 3rd October, 1984. (054353) 110010

BUCKINGHAMSHIRE

CLWYD

COUNTY COUNCIL

LIXWIM G.P. SCHOOL

Near Holywell

(160 pupils)

Applications are invited for the HEADSHIP of this Group 2 school. Welsh essential.

Application forms and further particulars may be obtained from the Education Officer, San Allwys House, 41 Wote Street, Beaumaris, Gwynedd, North Wales, LL58 5JL. Closing date for receipt of completed applications 3rd October, 1984. (054353) 110010

PRIMARY HEADSHIPS

continued

BUCKINGHAMSHIRE

BEACONSFIELD/CHILTERN

WOODSIDE COUNTY

MIDDLE SCHOOL

Mitchell Walk, Amersham HP8 6HW

Group 4

Applications are invited from well-qualified and experienced teachers for the post of Headteacher of this Middle School, catering for children aged 8 and 12 years. The appointment will be effective from January of April 1985. This is a re-advertisement and previous applicants need not re-apply.

Details and application forms available from the Education Officer, Milton Keynes Area Education Officer, Wolverton House, Stratford Road, Wolverton, Milton Keynes MK12 2NY on receipt of a full and stamped application envelope. 110010

BUCKINGHAMSHIRE

CLWYD

COUNTY COUNCIL

LIXWIM G.P. SCHOOL

Near Holywell

(160 pupils)

Applications are invited for the HEADSHIP of this Group 2 school. Welsh essential.

Application forms and further particulars may be obtained from the Education Officer, San Allwys House, 41 Wote Street, Beaumaris, Gwynedd, North Wales, LL58 5JL. Closing date for receipt of completed applications 3rd October, 1984. (054353) 110010

BUCKINGHAMSHIRE

CLWYD

COUNTY COUNCIL

LIXWIM G.P. SCHOOL

Near Holywell

(160 pupils)

Applications are invited for the HEADSHIP of this Group 2 school. Welsh essential.

Application forms and further particulars may be obtained from the Education Officer, San Allwys House, 41 Wote Street, Beaumaris, Gwynedd, North Wales, LL58 5JL. Closing date for receipt of completed applications 3rd October, 1984. (054353) 110010

BUCKINGHAMSHIRE

CLWYD

COUNTY COUNCIL

LIXWIM G.P. SCHOOL

Near Holywell

(160 pupils)

Applications are invited for the HEADSHIP of this Group 2 school. Welsh essential.

Application forms and further particulars may be obtained from the Education Officer, San Allwys House, 41 Wote Street, Beaumaris, Gwynedd, North Wales, LL58 5JL. Closing date for receipt of completed applications 3rd October, 1984. (054353) 110010

BUCKINGHAMSHIRE

Training

difference is that this resource for specialized work will have to be trained, and trained for a whole-school and community education model, as one of the likely future contexts, and as the one to which we are committed in policy and law. Far from diminishing the emphasis on specialist training at present required for work with hearing and visual needs, ACSET's recent recommendations will add significantly to the training requirements across the whole range of needs. A teacher with no more than general training and commitment may cope in a specialized unit; but to be a resource in an open team, greater emphasis on specialized skills will be looked for by colleagues.

This poses another question. Do we want in any one school or group of schools a distinct body of professionals whose sole activity is being a specialist resource to others or to children with special needs, and who therefore lose much of their initial training as "ordinary" teachers? It is a dilemma facing others already: professional tutors, school counsellors, deputy heads, advisers. In order to keep abreast of general practice, it is preferable to encourage teachers who have developed specialist skills to maintain their work as "ordinary" teachers too, perhaps for a third of their programme. That means offering specialist training to half as many teachers again, and it also demands more of school organisations and management.

It is most urgent therefore that training needs of different kinds should be identified and quantified: for specialist teachers to help meet specific needs; for teachers trained as a resource for general learning difficulties; for subject specialists to help their departments adapt and extend learning materials and teaching styles; for resource group leaders within and across schools and colleges; and for heads, advisers and officers as part of management training.

That is why the proposals related to training and special educational needs depend on ACSET's model for INSET as a whole. There has to be a coherent scheme for England and Wales which ensures that identified needs are met by training opportunities. At present there is a general acceptance of the notions associated with school-focused in-service education, in which working groups and individuals seek to identify training needs and priorities to improve their effectiveness in each situation, and seek support from local authorities and training institutions to develop a range of INSET activities in and beyond schools and local areas.

The booklet *Making INSET Work*, distributed to all schools five years ago, sets out a catechism for the purpose. But this bears no relationship to the funding mechanisms for INSET; either from central or from local government. The move to INSET for all specific forms of training to meet special educational needs therefore requires a radical reform of the whole INSET machinery, of the kind now proposed.

The Audit Commission is right: something like a three-year cycle of management is required for schools to identify needs and draw up proposals, some of them together in local authority groups; for these proposals to be agreed and provision planned in the most appropriate context; for funding to be allocated and courses laid out; and for evaluation which in turn will contribute to the next cycle of decisions. INSET should not depend on annual hiccups of local authority budgets. A national policy to allocate something like five per cent of teachers' salary budgets to this purpose, and to have area professional committees as brokers across L.E.A.s and training institutions, would seem to be essential if opportunities for all teachers wherever employed are to be comparable, and the needs of children are to be met.

The shift towards INSET for training related to specialized responses to special educational needs is in line with the shift in the teaching profession as a whole. Funds which would have previously been mandated to initial education must be transferred; instead of mandatory qualification just for sight and hearing, there should be required provision of trained specialists right through the service. And from the area professional committees proposed, we should be looking for a model of professional cooperation to reflect the wholeness of the education service. It is worth trying.

John Sayer is the Secondary Heads Association member on ACSET, and Principal of Banbury School.

The Warnock Committee's Report, *Special Educational Needs* (HMSO, 1978) says virtually nothing about reading. The index lists only "Reading Difficulties", while in chapters five and nine, which insist on "the educational role of parents and the need to provide them with skilled help", reading and children's books are not mentioned. It is unfortunate that so much evidence of the value of books and reading to children with special needs should have appeared shortly after such an influential report, beginning with Dorothy Butler's *Cushla and her Books*, published in 1979. The result has been to leave parental involvement in reading to local initiatives and individual enthusiasms, while other valuable schemes, such as the Portage Project, have in effect been established as national policy.

The fate of Dorothy Butler's book is a good illustration of the contrast between the process of implementation of an official report, backed by legislation and substantial funding, and the acceptance of ideas contained in books and research projects, of which no-one need take any notice. *Cushla and her Books* went out of print just as it was beginning to receive general recognition and before most teachers had a chance to read it. Its effect on professional practice has therefore been minimal, and will remain so unless a paperback edition is published.

The work of Dr Glenn Doman has fared no better, although it was available to the Warnock Committee both through the book *Teach Your Baby to Read*, first published in 1964, and in the evidence of Mrs Margaret Polack, who used Dr Doman's materials to teach her daughter Ruth, who has Down's Syndrome. Mrs Polack's account of this work in the *Mencap Journal Parents' Voice* (March, 1975) is complemented by Jon Talbot's description of similar work in the same journal in March, 1981, in which he concluded that the ability to read could transform the life of a mentally handicapped person, and drew attention to the need for more work to be done with mentally handicapped adults.

However, the Warnock Report records only that Mrs Polack gave evidence, without commenting either on what she said or on Dr Doman's work. Such neglect has helped to ensure that his approach is still seen in professional circles as the educational equivalent of fringe medicine, which of course obviates the need to read his book.

As so much of the relevant work on parental participation in reading concerns very young children or babies - *Cushla's* parents began to use Dick Bruna's books when she was four months old - it is often as new to teachers as it is to parents. In practice, most parents' earliest source of educational advice is now a health visitor rather than a teacher, and this is likely to remain the case even after the Committee's proposed teams of peripatetic teachers are fully established.

The Warnock Report recommended expansion of the educational role of health visitors and improvements in their training, though once again without specific reference to children's books. Health visitors, however, are ideally placed both to contribute to programmes for children with special needs and to promote the use of books as a focal point for communication

Using the Creative Arts in Therapy.
Edited by Bernie Warren.
Croom Helm £8.95. 0 7099 2779 7.
Drama for Mentally Handicapped Children. By Ann B. McClintock.
Sovereign Press, Human Horizons series £8.95. 0 285 64980 9.
Puppetry, Language and the Special Child. By Nancy Renfro.
Nancy Renfro Studios, 1117 W. 9th Street, Austin, Texas 78703 USA.
\$14.95. 0 931044 12 X.

For nearly all handicapped young people, the creative arts can provide fun, and open up exciting new ways to achievement, communication, development, social skills, self-discovery and esteem.

As Bernie Warren notes in his introduction, the power of the arts experience has been gradually recognized over the last 10-15 years, largely as a result of the pioneering work of a handful of individuals working in recreation, education and therapy, and the business of spreading the good news and the know-how.

Inevitably, the recent laying down



Wendy Holt

Missing cohesion

John Bald on the neglected benefits of books

between adults and children. A training pack based on the potential use of books in the health visitor's work would help to make such advice more consistently available to parents.

Screening for Special Needs (Croom Helm, £14.95 0-7099-1636-1), edited by Geoff Lindsay and based on current practice in Sheffield, shows how much remains to be done if the Warnock Committee's proposed re-orientation of professional services to support the work of parents is to be put into effect. The Committee was "convinced that it is impossible to separate assessment from continuing treatment, care and education", but the only contributor to this book who is in a position to offer such a comprehensive educational perspective is Mary Jane Drummond, headteacher of Holt House Infants School, whose youngest pupils are "rising fives". The remaining contributors have written concise, lucid and frank accounts of their own professional perspectives, which are at the same time the book's chief source of strength and its central problem. It is

based on the provision of a variety of independent professional services rather than teamwork and partnership with parents, and the overall effect is one of fragmentation.

Screening itself emerges as a problematic and inconsistent process. It is highly effective in detecting medical conditions such as phenylketonuria (PKU), previously a cause of mental retardation, and is perceived to be very useful, although not fully evaluated, in detecting hearing problems. However, screening is shown to be much less effective in identifying special needs, such as maladjustment or reading difficulties, which may be outside the scope of the tests. This is precisely the Warnock Committee's point.

The suggestion that children's books can help to provide the missing cohesion is based on their capacity to promote interaction and hence to act as a catalyst to language development. Moreover, as all accounts of successful use of books with handicapped children have involved intensive and often

individual attention from parents, it is clear that such work can be a crucial factor in the realization of the Warnock Committee's central ideas on cooperation.

Such an approach requires both active promotion of books and a clear idea of how children with a variety of special needs may benefit from them. The first of these will remain a problem until local and central government can settle their differences over allocations for book provision in the rate support grant. On the other hand, Margaret Marshall, whose book *Libraries and the Handicapped Child* (Andre Deutsch, 1981) also missed the Warnock Report, is acting as consultant to the Enid Blyton Trust in the foundation of a national library and information centre on books. Reading and the Handicapped Child, which is due to open in London next spring. If this initiative can be matched by appropriate local funding to ensure the availability of books it will bring considerable benefits to many children.

Nancy Renfro has a narrower focus and is partially deaf herself, but she has developed her exuberant ideas for an alternative language and communication skills through puppetry for the major disability areas; and it is obvious that puppets can offer something very special in the way of an *alter ego* for most of them. Her book blends innovation with commitment and brings over with lively pictures, tips, diagrams and Americanisms. Some of the latter may take a bit of getting through, but it is an easy read and especially worthwhile for the stories of the Hutchinson Sunflower Puppeteers and the Linderoth Railway Troupe and all the hard work, patience, praise, faith and flair which combined to bring cultural enrichment for the handicapped. "They said it could never be done, that the handicapped could not perform well enough nor would they have the stamina to tour. And they were wrong". (Nancy Renfro Studios also offer puppets, kits, books and workshops. Puppetry Media catalogue available from the address above).

Since almost any experience you care to recount of dramatic play with mentally handicapped children will throw up imaginative or developmentally results that may be tiny or startling but certainly deeply moving, the incentive is there from the start to learn all you can from Ann McClintock about pre-drama activities, mime and movement, and more advanced techniques like improvisation, role-play and play-acting.

Patricia Rowan

Patricia Rowan is a teacher at the Warnock Centre for the Deaf, London.

Educated together

by Tim Southgate

This month, Janet and Graham, two children from Ormerod School in Oxford moved to Marlborough Comprehensive School, nine miles away in Woodstock. Ormerod is a special school, which takes children of all ages from the central Oxfordshire area. Over the past three years more than twenty children have followed the same route as Graham and Janet, exchanging life in a small, purpose-built special school for the excitement and stress of a large comprehensive.

Like many special schools, Ormerod has changed considerably since it was first established in the 1920's. Then it was housed in the grounds of a hospital and catered for children with tuberculosis and other bronchial conditions.

As medical progress eliminated many of these conditions the school began to admit children with physical handicaps. Walls were built and eventually a new school on a new site, away from the hospital, was opened. Over the next five years, however, the intake changed yet again. A combination of medical progress, falling rolls and integrations, meant that the "physically handicapped" children of average ability" for which the school was intended gradually gave way to children with a wide range of multiple handicaps. By 1981, Ormerod was very much a school for children with special educational needs.

There remained, however, some children of secondary age who needed access to a normal curriculum. Providing for them a small staff and a very small peer group was becoming increasingly difficult.

An approach was made to Marlborough School. The headmaster, Gerry O'Hagan readily agreed to accept any of the children from Ormerod with the proviso that there must be no units, special classes or withdrawal from classes.

As special education teachers, reared on a medical model of disability, we had approached Gerry O'Hagan because his school was almost entirely on ground level. Since most of our children were either in wheelchairs or would need to use one for much of their moving about, this seemed to us a major consideration. However, when we visited Marlborough, the head explained the philosophy of his school and it was this philosophy that was to prove crucial to the successful integration of the children.

In fact, the very word "integration" almost had to go. The basis of the Marlborough approach is that a school is one family. There are no separate groups with labels such as houses, examination classes or (only marginally worse) non-examination classes. Similarly, there are no handicapped or disabled children to be integrated into a mainstream; only children to be educated together and treated as if each and everyone mattered equally.

The entire school up to sixteen is taught in mixed-ability groups so that every teacher expects to deal with a wide range of abilities with every class. Three years ago, therefore, the first nine children transferred to Marlborough, accompanied by a teacher and welfare assistant from Ormerod School. The children were taken direct from homes up to twenty five miles away and selected not because they were the least physically handicapped but because it was felt they could benefit from the curriculum of the comprehensive school offered.

The children, in a group, were enthusiastic about the move but, once in their separate classes at Marlborough, some began to feel the strain of the faster pace of life and higher level of academic expectation. The staff from Ormerod and the Marlborough staff had worked very hard for some weeks to support the children until they settled in and, near the end of the first term, it was clear that the period of emotional difficulty had been repeated. Like most special schools, we felt confident about the way we were preparing children for life outside the children experienced even in the relatively supportive environment at Marlborough certainly gave cause for re-thinking our own structure and approach.

Each September, a further group of children have joined these young pioneers. We had expected that, after the first year, children would only transfer from Ormerod to Marlborough at eleven. In practice, they have seemed ready at different times and so, this year, Janet is moving at fourteen and Graham at thirteen. It is difficult to measure the success

of such a scheme because there are so many criteria by which success or failure could be judged. Certainly, the children have succeeded in remaining in an ordinary school although one child has returned to the special school. The children could be said to have benefited had they only maintained the same academic level in the physically more stressful and socially richer setting. In fact almost all of them have attained a higher standard and in a much broader range of subjects than might have been expected and several have gained examination results that would have been unlikely had they remained segregated.

After attending a special school, the tendency has been for disabled young people to go away to some form of segregated further education provision or to stay at home. As these youngsters have reached school-leaving age they have wanted, like their peers at the comprehensive school, either to remain in the sixth form or to pursue their education locally.

At the same time the authority has

taken the view that, if a child has been integrated throughout secondary education, then there is no reason why expensive out-county placement should be considered at sixteen. The

'Had a special needs class or unit been established, a search' for children would inevitably ensued. The children would then be serving the survival needs of the institution rather than the other way round'.

result has been a greater pressure on local FE colleges to make provision for special needs youngsters and they have made a positive response.

The children from Ormerod attend Marlborough School entirely as the result of an informal arrangement between the two headteachers concerned and, quite deliberately, this arrangement employs the minimum of additional resources. In this way, the scheme can be responsive to changing circumstances. Ideally, for children rather than travelling all the way to Marlborough, should be able to attend their local comprehensive school. As some of these schools are now responding positively this may be a possibility in the future.

If, at some point, there are no children at Ormerod who can usefully attend Marlborough it will be a simple matter to terminate the scheme. Had a special needs class or unit been established, a "search" for children would inevitably have ensued. The children would then be serving the survival needs of the institution rather than the other way round.

In the end, perhaps, what this arrangement has demonstrated is that children who it was thought could only

be educated in a segregated special school can succeed in a comprehensive school without elaborate and expensive structures provided the philosophy and organisation of the receiving school represents a "whole school" response to the education of all its pupils.

The Warnock report suggested that there are perhaps twenty per cent of children who will have special educational needs at some time in their school careers. This figure has been used by heads and advisers to support demands for vast additional resources and increased special needs provision. Could it be however, that the twenty per cent exist in large measure because of the way we organize and run our schools? If we didn't label a large proportion of children as failures from an early stage by streaming them or by putting them into CSE rather than GCE groups, would we perhaps have fewer children with special educational needs?

If we didn't create structures which de-skill competent and conscientious teachers and make them feel that "special needs children" can only be dealt with individually or in small groups by "special needs" teachers with mystical skills, would we perhaps meet the needs of all our children more adequately.

Tim Southgate is Headmaster of Ormerod School, Oxfordshire.

YOU'VE BOUGHT THE THINGS YOU HAVE TO HAVE... NOW BUY THE THINGS YOU NEED.

• PLUS •

Free delivery.
No minimum order required.
No small order surcharge.

Naturally all schools have to buy the essentials first. Basics like paper, pens and pencils. But it's what you buy with the remainder of your budget that can really count.

MAKE LEARNING FUN

Hestair Hope have a range of educational supplies designed to develop the pupils' interests. To help them learn and make it fun.

Everything from learning toys for primary schools, to advanced software. With fascinating sections on Arts and Crafts, Home Economics and Environmental Studies, plus much, much more.

They'll help you keep up with the latest trends. Your pupils keep up their interest. And enjoy doing it.

Your budget will stretch still further, too. Because we've made our prices very competitive.

MAKE IT HESTAIR HOPE

Buying from Hestair Hope means you can afford more of the things you'd like. Rather than just bare necessities.

Hestair Hope

So make it Hestair Hope for all your educational supplies. As well as our full-size catalogue, we have a supplement called 'Update'. It keeps you up-to-date on anything new.

SEND TODAY

I would like to see a copy of:
The 1985 Supplies Catalogue ☐
The 1984 Update Brochure ☐ **SEPT 14**

NAME: _____
SCHOOL/WORK DEPARTMENT: _____
ADDRESS: _____
POSTCODE: _____

Post to: The Marketing Dept.,
Hestair Hope Limited, St. Philip's
Drive, Royton, Oldham OL2 6AG.
Telephone: 061-652 1411.

• FOR CHILDREN OF ALL AGES AND TEACHERS OF ALL SUBJECTS •

Some pupils at Kingswode Hoe have learning difficulties. Others have failed to settle down in so-called normal schools. There was Andrew who was completing his Duke of Edinburgh Award Bronze Medal tests, by planning, cooking and serving what appeared to be a delicious lunch for the

Soon after my visit to Kingswode Hoe, *The TES* (27.7.84) published an article by Caroline Gipps and Harvey Goldstein which clearly demonstrates the arbitrary nature of any definition of "special needs". It seems to me that the "needs" which are being met at Kingswode Hoe Special School are needs which all children have. If this is special education then there is much to be gained by turning the controversial Warnock recommendation about, and putting the majority of children into special schools.

Joan Dean

(the professional part of an assessment is like the MOT Test - every time my child fails on something different". Negative perceptions may be inaccurate. But they reflect attitudes which will colour parental responses to assessment or provision.

One helpful initiative has been the outcome of a working party convened by the DES HMI, which has drawn up guidelines for "parental profiling". The "parental profile", as outlined in Sheila Wolfendale's discussion paper

However, the growth of "second opinions" in this field (and it should be

A "named person" may also be an advocate (the idea of the "citizen advocate" being well established in the USA). But the primary function is that

of enabler and the role of voluntary organizations will undoubtedly change and modify to provide both advocacy service. It seems likely, therefore, that voluntary organizations will perform a fourfold role. First, they will provide information and support in the early days, when making the machine accessible may be a major problem. Second, they will provide a resource and training function for those already working in a professional or voluntary capacity with parents. Third, they will provide an advocacy service and – in view of the specific needs and procedures to be followed – probably provide a background information training for the advocates of parents' interests. Fourth, and by no means least, they will enhance parents' capacity to be self-advocates. Finally, we may see the emergence of locally based "parent coalitions" as in the USA, which are "non-sectarian" in disciplinary terms and which are literally watchdogs of the local education scene.

In conclusion, the 1981 Act offers parents - as well as educators and administrators - new roles which will range from productive consultation and collaboration to confrontation and disapproval. Parental involvement must also be seen realistically as a continuum. Some parents may have such urgent needs that they cannot become involved until other more immediate problems are resolved. Others may be dismissed as uncaring because they have failed to determine a role. The recent DES guidelines for parent profiling (copies available from the Special Education Division, DES) is one example of a move to make communication better for parents and to specifically examine how models for communication may be established.

References

1. Sheila Wolfendale (1983), *Parental Participation in Children's Development and Education*, (Cordon & Breach Science Publishers).
2. Sheila Wolfendale (1984), *Parental Profiling and Parental Contributions to Section 3 Assessment and Statementing* (available from the Child Study Unit, Psychology Department, N E London Polytechnic).
3. Philippa Russell (1983), *The Education Act 1981 - the Role of the Nameless Person* (available from the Voluntary Council for Handicapped Children, National Children's Bureau, 8 Wakley Street, London EC1).

Philippa Russell is Senior Officer at the Voluntary Council for Handicapped Children.

by Philippa Russell

LDA
Duke Street, Wisbech, Cambs PE13 2AE

The sheets need to be sifted very carefully by the teacher and, in schools, much inter-departmental planning needs to be gone through

Duncan McGibbon

The programme can be highly commended.

Parental involvement in assessment

The Voluntary Council (3), in a discussion paper on the concept of the named person, outlined a number of functions which would vary according

- **Comprehensive.**
Direct instruction programmes are the most carefully structured learning materials.
- **Complete.**
Language, reading, spelling and maths, all taught from the very beginning, with nothing assumed or omitted.
- **Tried and Tested.**
Thoroughly proven against other methods and

- thoroughly researched for effectiveness over a wide range of abilities.
- **Motivating.** Pupils love the lessons, because they're never bored, never overlooked and never allowed to fail.
- **Backed by SRA Service.** Advice, special training, prompt delivery, replacements and extension. SRA service is the very best.

To: **SRA** Science Research Associates Limited, Newtown Road, Henley-on-Thames, Oxon RG9 1EW

Please tell me more about SPRA Direct Instruction Programmes	Name _____	Position _____
	School Name and Address _____	

	Telephone _____	Lea _____

Parental involvement in assessment

The 1981 Act offers parents major opportunities for participation in assessment and decision making. Over the past decade, the Portage Home Teaching programmes have been

The Voluntary Council (3), in a discussion paper on the concept of the named person, outlined a number of functions which would vary according

help; acting as a liaison person, offering contacts with other agencies; providing an informal counselling role (referring to specific counselling services if more appropriate); acting as "enabler"

EXTRA

EXTRA

One of the few universal points of agreement about using micros with children with special educational needs is that the quality of the software is crucial. However, as we all have different perspectives it is probable that the model of good software that is held by the classroom teacher is not the same as that used by the policy maker. Nor will researchers share the same assumptions as those involved in supporting schools starting to use microcomputers. As a contribution to the debate we will outline some of the characteristics that seem to mark out the more powerful packages (unfortunately very few in number) from the tins and glitter. The aim is not to encourage pessimism but rather to provide some guidance for future development work.

The criteria that we would like to suggest are:

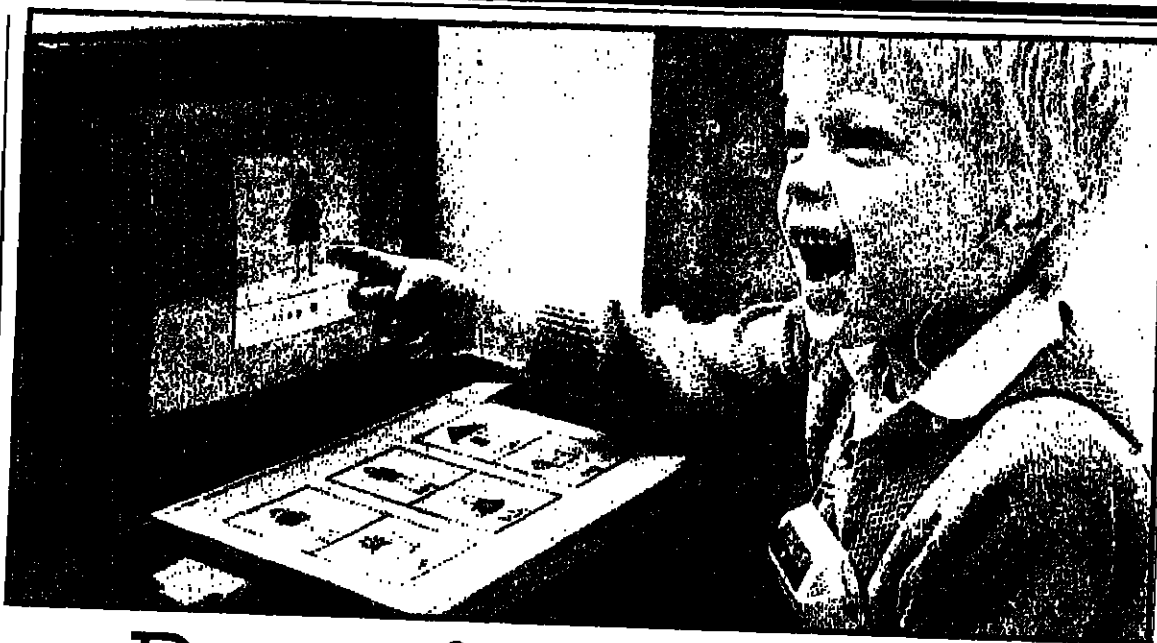
Computer packages should be used in teaching parts of the curriculum that are difficult to teach using conventional approaches.

The Microelectronics in Education Programme has just completed a video showing how the micro can be used to enhance the curriculum of children with special educational needs and it is interesting to note that although some of the examples are very striking in terms of substantially widening the curriculum of these children (eg introducing the theory as well as the practice of music, and controlling lock gates as part of an environmental studies project) the total number of examples were few. Undoubtedly the majority of software still focuses on basic skills.

Powerful packages should be accessible to children with perceptual, communication and cognitive difficulties. To achieve this a wide range of input and output symbologies and techniques will have to be available. This will include accommodating those with a minimum level of reading ability, and alternative inputs for users of Bliss symbols or iconic communication systems.

Technology that contributes to making the concepts more accessible, such as the concept keyboard, pen and touch sensitive screen need to be fully exploited. For instance some children with severe learning problems cannot move beyond relating the effect of their pressing the keyboard to the resulting movement on the screen. This block can sometimes be removed if the child uses a light pen and focuses only on the screen.

The more obvious need for an alternative input is with blind and partially sighted children where those with severe problems will require a voice output rather than a screen display. However, for many partially



Powerful packages

Mary Hope and Phil Odor suggest criteria for choosing computer software for children with special needs

sighted children clear screen displays with appropriate colours will enable them to make the best possible use of their residual sight. Similarly, and where appropriate, choice of outputs and prompts should be available, including iconic, pictorial or perhaps speech forms.

Package materials should, by their clarity and power, enable the child to grasp concepts that were previously too difficult to cope with.

For some children Bigtrak, or Logo with a floor turtle has given them access to concepts of distance and spatial orientation that were previously unavailable to them. All the concepts and skills associated with the use of databases become available by the use of simple but powerful programs such as *Facfiles* or the very user friendly *Lists*. (This was written by Alan Nixon in Ireland for mentally handicapped adolescents and is completely free. It is available and can be freely copied for educational purposes at any of the MEP Regional Information Centres or SENARCS).

Used carefully computers can present complex ideas in simple ways. We need to exploit this.

Packages need to be modifiable so that they can be used at many levels with different teaching and learning styles.

A precondition of this is that the pedagogic assumptions behind the software are made explicit. There are at the moment very few examples of this. Probably the only software generally used in the classroom with an explicit learning theory behind it is Logo, although implicit behaviourism lies behind many current offerings.

One of the ultimate possibilities is software that is intelligent enough to carry out an analysis of the learners style and adjust to this. In the meantime teacher intervention will be required.

In the world of business and commerce there is a growing view that in a few years time all that will be required will be a few integrated strong packages (such as those that accompany the Sinclair QL). There is every reason to suspect that in education the way forward is not a plethora of small packages but a smaller number of much more powerful ones. The flexibility of these will be particularly relevant to teachers of children with special needs.

If there were currently some substantial development projects that were working from the knowledge we currently have about how children learn, and were devising software tools on the basis of this, one could feel

optimistic about the emergence of such packages. However at the moment research and development have hardly any point of contact with learning and teaching practice.

Software should be designed to integrate with other resources.

An essential part of every software package should be guidelines suggesting ways of using the programs, associated activities, worksheets (if appropriate), further reading and ideas for linking the power of the software with human written resources.

The transferability of knowledge is a particular problem for many children with special educational needs and in evaluating software this must be one of the most crucial questions. The computer package should be controllable by the child who has poor reading and an inability to cope with complex or ambiguous instructions. This is a plea for better ergonomic design rather than a reiteration of the need for different input levels. In many cases it requires more intellectual prowess to interpret the instructions than to achieve the objectives.

Only when these fundamental ques-

tions have been answered should questions such as: Is it motivating? Is it attractive? Is it cheap and will it run on my machine? be considered.

We need to recognize that powerful systems take time and effort to work out; and budget and plan policy accordingly. The development time of Logo, MacApple, BlissApple and Prolog has to be measured in man years which does not fit comfortably into the current "pump priming" view of Government funded software development where quantity tends to take priority over quality. A much longer term approach is required if substantial packages are to be produced for education.

Teachers need help and time to sort out the good software from the dross. They will also need to be involved with projects while they are being developed.

Having sketched some of the criteria for effective software for children with special educational needs it has to be said that many such systems cannot be implemented on the small microcomputers now in schools.

It is interesting to note that in June 1983 COSLA (Convention of Scottish Local Authorities) and the Scottish Education Department set up a working party on hardware standards. One idea which is gaining ground is that systems powerful enough to run the operating system UNIX should, within three to five years, become the standard operating environment for computers used in classrooms. The role of the machines currently being used would be that of a terminal.

There are several advantages to such a system: first, by standardizing on an operating system rather than a particular computer, purchasing authorities will not be tied to one manufacturer, and software transfer between different machines and over upgrades will be very much eased. This will be vital given the complexity of the more powerful software tools we are adopting. The second advantage of adopting UNIX as the standard operating system is that the user interface is flexible and can be tailored to different users skills and needs. And third, and fundamental to our argument, is that such machines are far less limited than those in schools at the moment and would allow into the classroom the more powerful Artificial Intelligence based software packages.

The working party also suggests a cautious approach towards currently available networks because of the many unresolved limitations to their use. We hope their report (which will be available later this year) will be made publicly available and therefore contribute to the debate about the long term questions of hardware for education.

Possibilities for independent social living

by Seamus Hegarty

Advances in Mental Handicap Research: Volume 2. Edited by J. Hogg and P. J. Mitter. John Wiley £31.95. 0 471 90157 1. Society and Mental Handicap: Are we ineducable? By Stanley S. Segal. Costello Educational £12.95. 0 7104 0044 6. £8.50 0 7104 0047 0.

Some of the most difficult questions in educational provision arise when dealing with students who have severe learning difficulties. This is at once a truism - if they have severe learning difficulties, this means that it is exceptionally difficult to teach them and make educational arrangements for them - and a fact which is commonly overlooked.

Advances in Mental Handicap Research: Volume 2 is a major contribution to the literature on mental handicap, relevant to both theory and practice. It builds on the work of Volume 1 - which dealt with assessment and intervention - by focusing on two aspects of competence, namely growing interest in mental handicap research and areas also that bear directly on people's possibilities for independent social living.

The book comprises a well-judged introduction that establishes a conceptual framework, four papers on non-oral communication and six papers on motor skill. Proof-reading errors apart, it is well presented and produced. The four papers on non-oral communication deal with a wide range of conceptual, methodological and practical issues. Chris Kiernan's paper in particular is a critical and illuminating account of the contribution of sign language and symbol systems and the question marks associated with their use. He argues that the current popularity of non-oral communications systems should not blind us to the limitations of the empirical findings on them to date. Communication raises major theoretical and practical issues and,

while the growing work on non-oral communication holds major promise, a great deal of research and sophisticated practice is necessary before its potential can be realized.

Remington and Light's evaluation of research on non-oral communication systems reaches similar conclusions. They find major problems both in the conduct and in the reporting of research studies. Findings are in consequence rendered tentative and the contribution to practice limited. This uncertainty over the precise benefits to be gained provides the context for Ferrier and Shinn's paper on the "education" of children for programmes. Which children are likely to benefit from systematic exposure to a non-oral communication system? How do we identify them in practice? And how do we match child to communication system? The authors give a detailed account of an assessment tool designed to address these questions. This demonstrates the need for comprehensive assessment of non-speaking individuals preparatory to the selection of supplementary or alternative communication system.

Deaf-blind children suffer unique communication difficulties and, indeed, in the words of the final paper in this section, present "an awesome challenge to communication". Angela Wilson describes an impressive Australian study where a demonstration class of six deaf-blind mentally retarded children were taught basic communication skills. Programmes were developed to provide an effective communication system for each individual. Results in terms of improvement in cognitive behaviour as well as in communication skills are impressive. While the sample is admittedly small, the details of the project are suggestive and should be of value to teacher and researcher alike.

many activities of daily living. The papers are much to be welcomed then, both for the detail on different "curricular" areas and for their attention to the underlying theoretical issues and to particular to how motor skill is related to fundamental psychological processes.

It is tiresome of reviewers - who generally lack any practical knowledge of publishing - to cavil at book prices, but at £32 for 350 pages, one must protest. All the more so when the editors and contributors have so much to offer. The material within the ken of the concerned practitioner. Much of this book is at the leading edge of what is known about selected aspects of mental handicap. The content is not simple but the level of discourse overall is clear and illuminating both in its reference to psychological theory and its relevance to practice. It is to be regretted then that few practitioners and not many students will see this book which could so inform their understanding of mental handicap and enhance their work with mentally handicapped persons.

Stanley Segal is a familiar figure in the British special education scene. Teacher and advocate for children with special needs, Principal of Ravenswood village and later professor of special education at Bournemouth College, he has a unique perspective on his topic. The present volume is concerned with the development of special education in Britain since the 1944 Education Act, recounted by somebody who joined the teaching profession in the aftermath of the second World War and has been personally associated with many initiatives in special education from the 1950s onwards. Part history, part polemic, part social commentary, it is essentially the author's reflections on the achievements - and limitations on special education today and on what is still to be achieved. What the book lacks in rigour - which the author eschews on the first page - it makes up for in commitment, vitality and an unrelenting vision of how things could be different.

Unmet needs

Pauline Fairbrother on 'Sex Education and the Intellectually Handicapped'

Sex Education and the Intellectually Handicapped. By Wendy McCarthy and Lydia Fager. Adis Press/Wright (823-825 Bath Road, Bristol BS4 5NU) £8.50 86792 031 9.

Fourteen years ago I started what was then a one woman crusade to change the attitudes of parents and professionals towards the sexual needs of mentally handicapped people. At first I had difficulty in coaxing people just to look at me whilst I was speaking. The atmosphere was filled with embarrassment. We talked then about sexual problems of mentally handicapped people when it was us, the carers, who had the problems. Mentally handicapped people only had unmet needs.

Since those days attitudes have changed. People now discuss sexual needs frankly, not only among themselves but also with mentally handicapped people. No course is complete without a session on this subject. Books have been written, some bad, some "so-so" and a few good, but until I read *Sex Education and the Intellectually Handicapped*, I had not found one that talks my language, the language of parents and direct carers. This book is addressed to the people who have the day to day caring of mentally handicapped children and adults and is supremely practical. It is based on the philosophy that sex education embraces all the dignity, joy and responsibilities of adulthood. It deals with relationships and personal

appearance as well as masturbation, marriage and children. It covers homosexuality and why it was more prevalent in the past when we shut mentally handicapped people away in single sex institutions and it gives helpful information on contraception and tackles the controversial issue of sterilization.

I have despaired often of professional people who plan programmes on sex education without involving parents in all the planning from the start. As a parent I resent it. An observer of many such plans I know the problems that that method sparks off. The book quotes a parent thus: "In some schools I know of, parents and teachers get together and develop a sex education programme themselves for the children. Then the teachers feel that the parents are behind them and the parents understand what is being taught at school and can follow it through at home." No book is perfect but the imperfections in this book are few. Because it is written by two Australian women it frequently refers to situations and resources in Australia, but it does try to rectify this for UK readers by listing two relevant organisations, the Family Planning Association and the British Institution of Mental Handicap, and leaves out MENCAP, surely the largest and most comprehensive resource, particularly for parents.

Otherwise I believe that this book meets most of the philosophical and practical needs of parents and professional carers.

Fresh start

Fuzzbuzz, level 3. Book 13-20. £12.50 per set. Teacher's Book £1.75. Letters workbooks 3, 4, 5, 75p each. By Colin Oxford University Press.

Fuzzbuzz was published in 1978 with the aim of providing a fresh start in reading for "any child who is still a non-reader at the age of seven or eight and upwards". On the premise that "with slow learners nothing must be left to chance", it included a pre-reading programme, which was followed by a highly-structured, brightly-presented phonic scheme in 12 books of stories with three accompanying workbooks. The new additions feature the return of a clan of fluorescent Scotsmen introduced in the first series, and present the reader with a variety of tenses while retaining a carefully-controlled vocabulary.

The handbook makes it clear that the scheme depends on "the active involvement and enthusiasm of the teacher", and I know of one of who wrote his own supplementary books, using caricatures of people from the school among the characters. However, **Fuzzbuzz** is more dependent than most schemes on fitting a teacher's personal style, and can easily become just another reading scheme if the books are used in isolation. It is not the author's fault if teachers do not read the handbook, and a supplement has been prepared for level 3.

Fuzzbuzz can be useful to teachers who prefer to use a phonic approach with slow learners of junior school age. The new books are dazzlingly illustrated, fun to read, and an extension to the scheme's linguistic scope.

John Bald

Time for reading

by John Bald

Teaching Reading to Mentally Handicapped Children. By James Thatcher. Croom Helm £7.95 0 7099 2408 9.

Early in Mr Thatcher's book he says that "Mentally handicapped children develop at about half the rate of intellectually average children" and that, as the latter may begin to read between the ages of two and three, "around the age of five" is a good time to investigate the possibility that a mentally handicapped child "may have the beginnings of reading skills". Both of these propositions deserve critical examination.

The first is an unfounded and misleading generalization which implies, intentionally or not, that handicapped children develop in the same way as others, but at a slower pace. The choice of a starting point derived from the time-scale of development of average children cannot be explained otherwise. This is an untenable position, contradicted not only by the work of the Portsmouth Downy Syndrome Project, but by much of the advice in Mr Thatcher's own book. If, as he suggests, readiness for reading has to be developed actively, it is surely wrong to wait until the child is five before considering the matter.

Dorothy Butler's *Cushla and her Books* (Hodder and Stoughton, 1979) shows that successful work with books can begin at four months, and that books themselves can be used to develop the child's perception and "readiness" for reading. Dorothy Butler, Glenn Doman and the Portsmouth team have all, in radically different ways, made intensive use of time which has previously

been ignored. Mr Thatcher does not, and the value of his book is diminished as a result. Parents of older children, however, could find his practical suggestions useful and, like the Portsmouth team, he is realistic and careful not to raise false hopes. The successful work in this field is leading to clearer definition of familiar problems, such as the development of cohesion in language, which could well prove to be intractable. Nevertheless, in the present state of development, informed professional advice needs to be made available to parents as early in their child's life as possible.

A pack of 25 computer programs on disc aimed at 14 to 16 year old secondary school pupils with moderate learning difficulties was unveiled last week by the Rt Hon Kenneth Baker, Minister for Industry and Information Technology at The Concerned Technology in Education International Conference and Exhibition in Edinburgh. The pack is called *Microspiral* and will sell for around £250.

Published by as new company, Hill MacGibbon and William Collins, the pack is a part of the DTT's investment

all write! Rules O.K.

A lively collection of worksheets on popular leisure topics that will interest less able children and young adults in the 14-18 age range. Each worksheet incorporates a wide range of interesting activities, including help with basic word use, comprehension and writing.



For further information about, or inspection copies of All Write! please contact Publicity Department L49, Macdonald Educational, Maxwell House, London EC2A 2EN or telephone (01) 377 4673.

Macdonald Educational

Alternatives to QWERTY

by Mike Bostock

care to exist in harmony with the other things in the classroom environment. A computer, may perhaps then be better regarded as a particular educational activity. Different add-on devices would then be used to naturally replace or enhance the use of the keyboard and screen, and to configure the microcomputer so as to best serve a particular educational purpose. The one thing that will remain fixed is the versatile microprocessor heart of the device which can achieve any required metamorphosis by the simple action of running a new program.

The Microelectronics in Education Programme has been fortunate in having been involved in the development of several new add-on devices. Each one will contribute a little more to our understanding about how the New Technology can continue to be used in increasingly less recognisable configurations.

Current thinking in fact seems to have moved healthily away from regarding a computer and screen as a machine that a child sits in front of, but rather more as a system, chosen with

be large or small areas, few or many. On the overlay keyboard there are no forbidden keys to press, like BREAK or ESCAPE, which can stop the activity in its tracks, and if the child is asked to enter his or her name, then an alphabet overlay can be used with the keys presented sensibly in lower case and in alphabetical order.

Keyboards don't need to be thought of as two-dimensional, however. The Adventure Keyboard is like an overlay keyboard but responds as the child moves a peg around a slotted track. The keyboard can be decorated with models of houses, people or animals, and the movement of the peg traces out an adventure which the computer records and responds to.

Input devices

Other input devices can be used effectively with particular groups of children. A microphone can encourage a non-vocal child to make sounds from these sounds by the computer.

A bar-code reader, originally designed for high technology shopkeeping is currently undergoing investigation as a device for allowing young children to rapidly assemble sections of text, from bar-coded information, so as to form stories which the computer can print out neatly.

However, if we consider today's typical educational use of a micro-computer it will have a program run-

ning on it which will require a response from the child at different stages. Typical prompts will be "Please enter your name", or "Which object do you wish to choose?" To respond, the child must consider how he or she is to signal the correct response to the machine. The mere act of making a simple selection can unfortunately often require some fairly indirect signalling, for example, waiting for the required option to be illuminated before pushing the space bar, or moving an arrow around the screen to point to the required choice. In addition the child will inevitably need to turn away from the screen to find the appropriate keys on the keyboard. For many children this is not a serious inconvenience but such distraction can become acute for very young children, those with manipulation problems, short concentration spans, or acute learning difficulties.

One answer is to eliminate the need to turn away from the screen by making the screen both the input device and output device. A touch sensitive screen can achieve this. The child can then make a selection by the natural act of pointing to the required object on the screen and the computer will respond directly.

In addition to the advantage of the direct response, the touch screen can offer many of the advantages of an overlay keyboard plus a number of others. Since the overlays are created within the program itself they can be changed as often as necessary during

the course of the program. When a choice is to be made, pictures appear which are selected by touching. When a name is to be entered an alphabet will appear, a numeric entry offers only numbers 1-9. Coins can be pointed to on the screen, or money can be pushed round for time-telling, and the keys of an on-screen piano actually played.

In addition the child will be able to draw directly with the finger onto the screen. A program under development will use this feature to help young children to practice letter shapes. The computer will monitor the shape of the letter as the child draws it and also note whether it is being drawn correctly regarding clockwise or anticlockwise movements.

Further uses of the MEP Touch Screen will no-doubt be discovered when the device becomes available towards the end of this year. However, there will need to be much thinking now about how we will wish to use this new resource. Many new activities will be possible. For example, in principle, the screen will be able to recognise the shapes of objects held up to it. Hence we might expect a program which asks "Hold up the square" and responds "No. That is a triangle". Extraordinary indeed. Yet, such things need careful thought and as educationalists we should remain clear about the purpose of such activities, and will need to direct them sensibly. Important too would seem to be an open, but discerning mind ready to exploit the technology towards sound educational goals.

Mike Bostock is Technology Manager for the Microelectronics Education Programme

Edsoft
Picture Book for BBC Micro
26 programs on a 40 track disc that show a picture in splendid colour and graphical detail for each letter of the alphabet. Letters are drawn correctly. Suitable for pre-school and infant children at £7.95.

For this and other programs:
26, Woodville Road, Exmouth EX3 2JH
Tel: 0392 721111

SECONDARY SPEECH DRAMA
(continued)
Scale 2 Posts and above

SOMERSET
ANFORD SCHOOL
Cattle Cary
(11-18 mixed comprehensive 600)
For January 1985, teacher, scale 2, to be responsible for drama throughout the school. Enthusiastic, creative, and able to teach subject material. English preferred. Application form and details (SAE) from the Head at the school.
Closing date 25 September 1984. (05750) 135120

Other than by Subject Classification

Heads of Department

EAST SUSSEX**PO BOX 4, County Hall, Brighton**
Required for January 1985, a teacher in charge of the drama department for newly established unit for disruptive pupils in the north of the county.
Application forms and further particulars from and returnable to the County Education Officer by September 28th. (04538) 135618

SECONDARY VACANCIES

AE/13/1 MATHEMATICS TO A LEVEL
The Department is committed to mixed ability teaching.
SCALE 1
Belper High School, Kilburn Road, Belper, Derby DE5 1RZ (Belper 5281/2)
(13-18, NOR 8839)

AE/4/1 DEPUTY HEAD
(Senior Master/Mistress)
Mortimer Wilson School, Grange Street, Alfreton, Derbyshire DE5 7JA.
(Alfreton 832331)
(11-18, NOR 1621)

DS/13/1 DEPUTY HEAD
(Curriculum) - Group 11
Leas Brook School, Morley Road, Chaddesden, Derby, DE2 4QX.
(Derby 67123/674738)
(11-18, NOR 1070)

DS/14/1 DEPUTY HEAD
(Community) - Group 11
Merrill School, Jubilee Road, Shelton Lock, Derby, DE2 9FE.
(Derby 700249)
(11-18, NOR 1174)

HW/1/1 HEAD OF MATHEMATICS
Scale 4
Buxton College, College Road, Buxton, Derbyshire, SK17 9EA. (Buxton 3122)
(11-18, NOR 881)

DS/15/1 HEAD OF SPECIAL NEEDS
Scale 4
Noel Barker School, Barnack Drive, Alvaston, Derby, DE2 0BR. (Derby 72076)
(11-18, NOR 1821)

NE/8/1 PHYSICS
Scale 1
Chesterfield School, Chatsworth Road, Chesterfield, S40 3NS. (Chesterfield 58611/586442)
(13-18, NOR 808)

DS/17/1 CDT
(Two posts, one with Art) - Scale 1
Sinfon School, Farmhouse Road, Sinfon, Derby, DE2 3AR.
(Derby 788174)
(11-18, NOR 875)

DS/18/1 GENERAL SCIENCE/BIOLOGY
Scale 1
October 1984 - August 1985
Barnsley School, Ulfaxter Road, Derby, DE3 3HU.
(Derby 368711)
(11-18, NOR 1216)

DS/22/1 INTEGRATED SCIENCE/THIRD YEAR PHYSICS
Scale 1
September 1984 - August 1985
Larwin School, St Andrews View, Derby, DE2 4EU.
(Derby 831230)
(11-14, NOR 447)

NE/7/1 SPECIAL CARE UNIT
To work with pupils with severe multiple learning difficulties. - Scale 1 + SSA
Shibdon Wood School, Burlington Avenue, Loughborough, Leicestershire, LE12 7NS.
(Loughborough 742785)
(2-19, NOR 140)

Application forms and further details (see please) from the Headteachers.
Closing Date - 28 September 1984.

DERBYSHIRE
County Council

AVON COUNTY**NEW BRISTOL STAGE V**
Required from 1st January 1985, Head of Centre (Scale 3) and Assistant (Scale 3) for Bristol Stage V Centre in the City. Both will be finalised shortly.
Candidates should have experience of dealing with disruptive pupils and be able to teach subject material. English preferred. Application form and details (SAE) from the Head at the school.
Closing date 25 September 1984. (05750) 135120

Other than by Subject Classification

Heads of Department

EAST SUSSEX**PO BOX 4, County Hall, Brighton**
Required for January 1985, a teacher in charge of the drama department for newly established unit for disruptive pupils in the north of the county.
Application forms and further particulars from and returnable to the County Education Officer by September 28th. (04538) 135618

SECONDARY VACANCIES

AE/13/1 MATHEMATICS TO A LEVEL
The Department is committed to mixed ability teaching.
SCALE 1
Belper High School, Kilburn Road, Belper, Derby DE5 1RZ (Belper 5281/2)
(13-18, NOR 8839)

AE/4/1 DEPUTY HEAD
(Senior Master/Mistress)
Mortimer Wilson School, Grange Street, Alfreton, Derbyshire DE5 7JA.
(Alfreton 832331)
(11-18, NOR 1621)

DS/13/1 DEPUTY HEAD
(Curriculum) - Group 11
Leas Brook School, Morley Road, Chaddesden, Derby, DE2 4QX.
(Derby 67123/674738)
(11-18, NOR 1070)

DS/14/1 DEPUTY HEAD
(Community) - Group 11
Merrill School, Jubilee Road, Shelton Lock, Derby, DE2 9FE.
(Derby 700249)
(11-18, NOR 1174)

HW/1/1 HEAD OF MATHEMATICS
Scale 4
Buxton College, College Road, Buxton, Derbyshire, SK17 9EA. (Buxton 3122)
(11-18, NOR 881)

DS/15/1 HEAD OF SPECIAL NEEDS
Scale 4
Noel Barker School, Barnack Drive, Alvaston, Derby, DE2 0BR. (Derby 72076)
(11-18, NOR 1821)

NE/8/1 PHYSICS
Scale 1
Chesterfield School, Chatsworth Road, Chesterfield, S40 3NS. (Chesterfield 58611/586442)
(13-18, NOR 808)

DS/17/1 CDT
(Two posts, one with Art) - Scale 1
Sinfon School, Farmhouse Road, Sinfon, Derby, DE2 3AR.
(Derby 788174)
(11-18, NOR 875)

DS/18/1 GENERAL SCIENCE/BIOLOGY
Scale 1
October 1984 - August 1985
Barnsley School, Ulfaxter Road, Derby, DE3 3HU.
(Derby 368711)
(11-18, NOR 1216)

DS/22/1 INTEGRATED SCIENCE/THIRD YEAR PHYSICS
Scale 1
September 1984 - August 1985
Larwin School, St Andrews View, Derby, DE2 4EU.
(Derby 831230)
(11-14, NOR 447)

NE/7/1 SPECIAL CARE UNIT
To work with pupils with severe multiple learning difficulties. - Scale 1 + SSA
Shibdon Wood School, Burlington Avenue, Loughborough, Leicestershire, LE12 7NS.
(Loughborough 742785)
(2-19, NOR 140)

Application forms and further details (see please) from the Headteachers.
Closing Date - 28 September 1984.

DERBYSHIRE
County Council

REDBRIDGE**LONDON BOROUGH OF REDBRIDGE**
LANGUAGE SUPPORT SERVICES
Teacher, with experience of teaching pupils with special needs, to be responsible for the Language Support Services. Candidates should have a sound knowledge of current methods of teaching English as a second language and the ability to work with their own staff. The successful candidate will be responsible for the organisation of the two services, the development of the Language Support Services and the support to multi-cultural education in a secondary school.
Further details and application forms may be obtained from the Director of Educational Services, Education Department, 255-259, Tottenham Court Road, London W1P 0LP. (Tel: 01-474 0040) to whom completed forms should be sent by 21st September 1984.
Outer London Allowance is payable. (04529) 135618

Other than by Subject Classification

Heads of Department

EAST SUSSEX**PO BOX 4, County Hall, Brighton**
Required for January 1985, a teacher in charge of the drama department for newly established unit for disruptive pupils in the north of the county.
Application forms and further particulars from and returnable to the County Education Officer by September 28th. (04538) 135618

SECONDARY VACANCIES

AE/13/1 MATHEMATICS TO A LEVEL
The Department is committed to mixed ability teaching.
SCALE 1
Belper High School, Kilburn Road, Belper, Derby DE5 1RZ (Belper 5281/2)
(13-18, NOR 8839)

AE/4/1 DEPUTY HEAD
(Senior Master/Mistress)
Mortimer Wilson School, Grange Street, Alfreton, Derbyshire DE5 7JA.
(Alfreton 832331)
(11-18, NOR 1621)

DS/13/1 DEPUTY HEAD
(Curriculum) - Group 11
Leas Brook School, Morley Road, Chaddesden, Derby, DE2 4QX.
(Derby 67123/674738)
(11-18, NOR 1070)

DS/14/1 DEPUTY HEAD
(Community) - Group 11
Merrill School, Jubilee Road, Shelton Lock, Derby, DE2 9FE.
(Derby 700249)
(11-18, NOR 1174)

HW/1/1 HEAD OF MATHEMATICS
Scale 4
Buxton College, College Road, Buxton, Derbyshire, SK17 9EA. (Buxton 3122)
(11-18, NOR 881)

DS/15/1 HEAD OF SPECIAL NEEDS
Scale 4
Noel Barker School, Barnack Drive, Alvaston, Derby, DE2 0BR. (Derby 72076)
(11-18, NOR 1821)

NE/8/1 PHYSICS
Scale 1
Chesterfield School, Chatsworth Road, Chesterfield, S40 3NS. (Chesterfield 58611/586442)
(13-18, NOR 808)

DS/17/1 CDT
(Two posts, one with Art) - Scale 1
Sinfon School, Farmhouse Road, Sinfon, Derby, DE2 3AR.
(Derby 788174)
(11-18, NOR 875)

DS/18/1 GENERAL SCIENCE/BIOLOGY
Scale 1
October 1984 - August 1985
Barnsley School, Ulfaxter Road, Derby, DE3 3HU.
(Derby 368711)
(11-18, NOR 1216)

DS/22/1 INTEGRATED SCIENCE/THIRD YEAR PHYSICS
Scale 1
September 1984 - August 1985
Larwin School, St Andrews View, Derby, DE2 4EU.
(Derby 831230)
(11-14, NOR 447)

NE/7/1 SPECIAL CARE UNIT
To work with pupils with severe multiple learning difficulties. - Scale 1 + SSA
Shibdon Wood School, Burlington Avenue, Loughborough, Leicestershire, LE12 7NS.
(Loughborough 742785)
(2-19, NOR 140)

Application forms and further details (see please) from the Headteachers.
Closing Date - 28 September 1984.

DERBYSHIRE
County Council

REDBRIDGE**LONDON BOROUGH OF REDBRIDGE**
LANGUAGE SUPPORT SERVICES
Teacher, with experience of teaching pupils with special needs, to be responsible for the Language Support Services. Candidates should have a sound knowledge of current methods of teaching English as a second language and the ability to work with their own staff. The successful candidate will be responsible for the organisation of the two services, the development of the Language Support Services and the support to multi-cultural education in a secondary school.
Further details and application forms may be obtained from the Director of Educational Services, Education Department, 255-259, Tottenham Court Road, London W1P 0LP. (Tel: 01-474 0040) to whom completed forms should be sent by 21st September 1984.
Outer London Allowance is payable. (04529) 135618

Other than by Subject Classification

Heads of Department

EAST SUSSEX**PO BOX 4, County Hall, Brighton**
Required for January 1985, a teacher in charge of the drama department for newly established unit for disruptive pupils in the north of the county.
Application forms and further particulars from and returnable to the County Education Officer by September 28th. (04538) 135618

SECONDARY VACANCIES

AE/13/1 MATHEMATICS TO A LEVEL
The Department is committed to mixed ability teaching.
SCALE 1
Belper High School, Kilburn Road, Belper, Derby DE5 1RZ (Belper 5281/2)
(13-18, NOR 8839)

AE/4/1 DEPUTY HEAD
(Senior Master/Mistress)
Mortimer Wilson School, Grange Street, Alfreton, Derbyshire DE5 7JA.
(Alfreton 832331)
(11-18, NOR 1621)

DS/13/1 DEPUTY HEAD
(Curriculum) - Group 11
Leas Brook School, Morley Road, Chaddesden, Derby, DE2 4QX.
(Derby 67123/674738)
(11-18, NOR 1070)

DS/14/1 DEPUTY HEAD
(Community) - Group 11
Merrill School, Jubilee Road, Shelton Lock, Derby, DE2 9FE.
(Derby 700249)
(11-18, NOR 1174)

HW/1/1 HEAD OF MATHEMATICS
Scale 4
Buxton College, College Road, Buxton, Derbyshire, SK17 9EA. (Buxton 3122)
(11-18, NOR 881)

DS/15/1 HEAD OF SPECIAL NEEDS
Scale 4
Noel Barker School, Barnack Drive, Alvaston, Derby, DE2 0BR. (Derby 72076)
(11-18, NOR 1821)

NE/8/1 PHYSICS
Scale 1
Chesterfield School, Chatsworth Road, Chesterfield, S40 3NS. (Chesterfield 58611/586442)
(13-18, NOR 808)

DS/17/1 CDT
(Two posts, one with Art) - Scale 1
Sinfon School, Farmhouse Road, Sinfon, Derby, DE2 3AR.
(Derby 788174)
(11-18, NOR 875)

DS/18/1 GENERAL SCIENCE/BIOLOGY
Scale 1
October 1984 - August 1985
Barnsley School, Ulfaxter Road, Derby, DE3 3HU.
(Derby 368711)
(11-18, NOR 1216)

DS/22/1 INTEGRATED SCIENCE/THIRD YEAR PHYSICS
Scale 1
September 1984 - August 1985
Larwin School, St Andrews View, Derby, DE2 4EU.
(Derby 831230)
(11-14, NOR 447)

NE/7/1 SPECIAL CARE UNIT
To work with pupils with severe multiple learning difficulties. - Scale 1 + SSA
Shibdon Wood School, Burlington Avenue, Loughborough, Leicestershire, LE12 7NS.
(Loughborough 742785)
(2-19, NOR 140)

Application forms and further details (see please) from the Headteachers.
Closing Date - 28 September 1984.

DERBYSHIRE
County Council

REDBRIDGE**LONDON BOROUGH OF REDBRIDGE**
LANGUAGE SUPPORT SERVICES
Teacher, with experience of teaching pupils with special needs, to be responsible for the Language Support Services. Candidates should have a sound knowledge of current methods of teaching English as a second language and the ability to work with their own staff. The successful candidate will be responsible for the organisation of the two services, the development of the Language Support Services and the support to multi-cultural education in a secondary school.
Further details and application forms may be obtained from the Director of Educational Services, Education Department, 255-259, Tottenham Court Road, London W1P 0LP. (Tel: 01-474 0040) to whom completed forms should be sent by 21st September 1984.
Outer London Allowance is payable. (04529) 135618

Other than by Subject Classification

Heads of Department

EAST SUSSEX**PO BOX 4, County Hall, Brighton**
Required for January 1985, a teacher in charge of the drama department for newly established unit for disruptive pupils in the north of the county.
Application forms and further particulars from and returnable to the County Education Officer by September 28th. (04538) 135618

SECONDARY VACANCIES

AE/13/1 MATHEMATICS TO A LEVEL
The Department is committed to mixed ability teaching.
SCALE 1
Belper High School, Kilburn Road, Belper, Derby DE5 1RZ (Belper 5281/2)
(13-18, NOR 8839)

AE/4/1 DEPUTY HEAD
(Senior Master/Mistress)
Mortimer Wilson School, Grange Street, Alfreton, Derbyshire DE5 7JA.
(Alfreton 832331)
(11-18, NOR 1621)

DS/13/1 DEPUTY HEAD
(Curriculum) - Group 11
Leas Brook School, Morley Road, Chaddesden, Derby, DE2 4QX.
(Derby 67123/674738)
(11-18, NOR 1070)

DS/14/1 DEPUTY HEAD
(Community) - Group 11
Merrill School, Jubilee Road, Shelton Lock, Derby, DE2 9FE.
(Derby 700249)
(11-18, NOR 1174)

HW/1/1 HEAD OF MATHEMATICS
Scale 4
Buxton College, College Road, Buxton, Derbyshire, SK17 9EA. (Buxton 3122)
(11-18, NOR 881)

DS/15/1 HEAD OF SPECIAL NEEDS
Scale 4
Noel Barker School, Barnack Drive, Alvaston, Derby, DE2 0BR. (Derby 72076)
(11-18, NOR 1821)

NE/8/1 PHYSICS
Scale 1
Chesterfield School, Chatsworth Road, Chesterfield, S40 3NS. (Chesterfield 58611/586442)
(13-18, NOR 808)

DS/17/1 CDT
(Two posts, one with Art) - Scale 1
Sinfon School, Farmhouse Road, Sinfon, Derby, DE2 3AR.
(Derby 788174)
(11-18, NOR 875)

DS/18/1 GENERAL SCIENCE/BIOLOGY
Scale 1
October 1984 - August 1985
Barnsley School, Ulfaxter Road, Derby, DE3 3HU.
(Derby 368711)
(11-18, NOR 1216)

DS/22/1 INTEGRATED SCIENCE/THIRD YEAR PHYSICS
Scale 1
September 1984 - August 1985
Larwin School, St Andrews View, Derby, DE2 4EU.
(Derby 831230)
(11-14, NOR 447)

NE/7/1 SPECIAL CARE UNIT
To work with pupils with severe multiple learning difficulties. - Scale 1 + SSA
Shibdon Wood School, Burlington Avenue, Loughborough, Leicestershire, LE12 7NS.
(Loughborough 742785)
(2-19, NOR 140)

Application forms and further details (see please) from the Headteachers.
Closing Date - 28 September 1984.

DERBYSHIRE
County Council

REDBRIDGE**LONDON BOROUGH OF REDBRIDGE**
LANGUAGE SUPPORT SERVICES
Teacher, with experience of teaching pupils with special needs, to be responsible for the Language Support Services. Candidates should have a sound knowledge of current methods of teaching English as a second language and the ability to work with their own staff. The successful candidate will be responsible for the organisation of the two services, the development of the Language Support Services and the support to multi-cultural education in a secondary school.
Further details and application forms may be obtained from the Director of Educational Services, Education Department, 255-259, Tottenham Court Road, London W1P 0LP. (Tel: 01-474 0040) to whom completed forms should be sent by 21st September 1984.
Outer London Allowance is payable. (04529) 135618

Other than by Subject Classification

Heads of Department

EAST SUSSEX**PO BOX 4, County Hall, Brighton**
Required for January 1985, a teacher in charge of the drama department for newly established unit for disruptive pupils in the north of the county.
Application forms and further particulars from and returnable to the County Education Officer by September 28th. (04538) 135618

SECONDARY VACANCIES

AE/13/1 MATHEMATICS TO A LEVEL
The Department is committed to mixed ability teaching.
SCALE 1
Belper High School, Kilburn Road, Belper, Derby DE5 1RZ (Belper 5281/2)
(13-18, NOR 8839)

AE/4/1 DEPUTY HEAD
(Senior Master/Mistress)
Mortimer Wilson School, Grange Street, Alfreton, Derbyshire DE5 7JA.
(Alfreton 832331)
(11-18, NOR 1621)

DS/13/1 DEPUTY HEAD
(Curriculum) - Group 11
Leas Brook School, Morley Road, Chaddesden, Derby, DE2 4QX.
(Derby 67123/674738)
(11-18, NOR 1070)

DS/14/1 DEPUTY HEAD
(Community) - Group 11
Merrill School, Jubilee Road, Shelton Lock, Derby, DE2 9FE.
(Derby 700249)
(11-18, NOR 1174)

HW/1/1 HEAD OF MATHEMATICS
Scale 4
Buxton College, College Road, Buxton, Derbyshire, SK17 9EA. (Buxton 3122)
(11-18, NOR 881)

DS/15/1 HEAD OF SPECIAL NEEDS
Scale 4
Noel Barker School, Barnack Drive, Alvaston, Derby, DE2 0BR. (Derby 72076)
(11-18, NOR 1821)

NE/8/1 PHYSICS
Scale 1
Chesterfield School, Chatsworth Road, Chesterfield, S40 3NS. (Chesterfield 58611/586442)
(13-18, NOR 808)

DS/17/1 CDT
(Two posts, one with Art) - Scale 1
Sinfon School, Farmhouse Road, Sinfon, Derby, DE2 3AR.
(Derby 788174)
(11-18, NOR 875)

DS/18/1 GENERAL SCIENCE/BIOLOGY
Scale 1
October 1984 - August 1985
Barnsley School, Ulfaxter Road, Derby, DE3 3HU.
(Derby 368711)
(11-18, NOR 1216)

DS/22/1 INTEGRATED SCIENCE/THIRD YEAR PHYSICS
Scale 1
September 1984 - August 1985
Larwin School, St Andrews View, Derby, DE2 4EU.
(Derby 831230)
(11-14, NOR 447)

NE/7/1 SPECIAL CARE UNIT
To work with pupils with severe multiple learning difficulties. - Scale 1 + SSA
Shibdon Wood School, Burlington Avenue, Loughborough, Leicestershire, LE12 7NS.
(Loughborough 742785)
(2-19, NOR 140)

Application forms and further details (see please) from the Headteachers.
Closing Date - 28 September 1984.

DERBYSHIRE
County Council

REDBRIDGE**LONDON BOROUGH OF REDBRIDGE**
LANGUAGE SUPPORT SERVICES
Teacher, with experience of teaching pupils with special needs, to be responsible for the Language Support Services. Candidates should have a sound knowledge of current methods of teaching English as a second language and the ability to work with their own staff. The successful candidate will be responsible for the organisation of the two services, the development of the Language Support Services and the support to multi-cultural education in a secondary school.
Further details and application forms may be obtained from the Director of Educational Services, Education Department, 255-259, Tottenham Court Road, London W1P 0LP. (Tel: 01-474 0040) to whom completed forms should be sent by 21st September 1984.
Outer London Allowance is payable. (04529) 135618

Other than by Subject Classification

Heads of Department

EAST SUSSEX**PO BOX 4, County Hall, Brighton**
Required for January 1985, a teacher in charge of the drama department for newly established unit for disruptive pupils in the north of the county.
Application forms and further particulars from and returnable to the County Education Officer by September 28th. (04538) 135618

SECONDARY VACANCIES

AE/13/1 MATHEMATICS TO A LEVEL
The Department is committed to mixed ability teaching.
SCALE 1
Belper High School, Kilburn Road, Belper, Derby DE5 1RZ (Belper 5281/2)
(13-18, NOR 8839)

AE/4/1 DEPUTY HEAD
(Senior Master/Mistress)
Mortimer Wilson School, Grange Street, Alfreton, Derbyshire DE5 7JA.
(Alfreton 832331)
(11-18, NOR 1621)

DS/13/1 DEPUTY HEAD
(Curriculum) - Group 11
Leas Brook School, Morley Road, Chaddesden, Derby, DE2 4QX.
(Derby 67123/674738)
(11-18, NOR 1070)

DS/14/1 DEPUTY HEAD
(Community) - Group 11
Merrill School, Jubilee Road, Shelton Lock, Derby, DE2 9FE.
(Derby 700249)
(11-18, NOR 117

Required for January, 1914
graduate to teach Mathematics
has to follow fully an
interest in Computing. An
understanding of the following
included, though not essential
to the study of Mathematics.
The following are the subjects
taught in the following
with C. C. L., pastoral work
salary, Bureau plus - and
to qualifications and re-
quirements.

Applications, with full cur-
riculum vitae, and names
two references, to the Headma-
ster, 105877 1934.

TRINITY COLLEGE

CHSIC 580 pupils aged 11 -
18, of whom 310 are
borderers
150 in VI Form, including
50 girls)

1985, for reasons of
efficiency, a committee

the crowd. MFI syllabus
shed. Lively and successful
Department. Assistance
with extra-curricular ac-
tivities an advantage Bar-
nham plus.

Applications to Head-
master, with names and
addresses of two referees,
as soon as possible.
(05322) 15424

OXFORDSHIRE
ABINGDON SCHOOL
(Independent, H.M.C., 700
pupls 11-18, 1900-1901)

Wanted for
1985: Good
Condition

Full details and application form from: The Headmaster, Abingdon School, Oxfordshire OX14 1DB (05353) 18342

WOMEN'S SCHOOL
LONDON W6
1985
ORY

throughout the school year, the History Fair

ment departments. A
experienced teacher is
it in the early-modern
urnham Scale III for sult-
chers' Superannuation
of Private Patients Plan

with accommodati

to The High Mistress give
the names and
fees.

Sherbourne School for Girls
DORSET

Required in January 1985 honours graduate to
teach

MATHEMATICS

up to A-level and University Entrance
standard.

**Apply in writing to the Headmistress giving
details of qualifications and experience,
with the names and addresses of two
references.**

COLLEGE OF F.E.

(continued)

HERTFORDSHIRE

WATFORD COLLEGE
PRINCIPAL, GRADE V
TECHNOLOGY DEPARTMENT

The post of Principal is vacant from 1 January 1985. The successful candidate will be responsible for the management of the college and will have a wide range of experience in the field of education and training.

Post 85/1 — DIRECTOR OF DEVELOPMENT

Post 85/2 — DIRECTOR OF CURRICULUM

MANAGEMENT

Post 85/3 — DIRECTOR OF STUDENT SERVICES

Appointments will be from the 1st January 1985, or as soon as possible thereafter, and it is expected that the successful candidates will have had considerable experience in Further Education at senior or Head of Department level.

Please indicate clearly for which post(s) the application is to be considered.

The salary offered is Burnham Head of Department Scale 5 rates: £15,390-£17,091 p.a. (under review).

Full details may be obtained, on receipt of a large stamped addressed envelope, from the Personnel Office, Grimsby College of Technology, Grimsby, South Humberside DN34 5BQ.

Closing date: 24th September 1984.

All applicants are considered on the basis of their suitability for the job irrespective of disability, race, creed, sex or marital status. Disabled candidates whose applications have the written support of their G.D.O. will be guaranteed an interview.

(193)

LEICESTERSHIRE

COUNTY COUNCIL

An Equal Opportunity Employer

LEICESTERSHIRE H.M. YOUNG OFFENDER CENTRE

HEAD OF DEPARTMENT

(Burnham FE Grade II)

Required for 1st January 1985 a suitably qualified and experienced teacher for the post of Education Officer, H.M. Young Offender Centre, Burnham Hall, Leicestershire LE15 7JH. Closing date for applications: 24th September 1984.

(194)

Further details on request from the Director of Education, H.M. Young Offender Centre, Burnham Hall, Leicestershire LE15 7JH. Closing date for applications: 24th September 1984.

(195)

London Borough of Havering

HAVERING TECHNICAL COLLEGE

(Re-advertisement)

Required from January 1985

HEAD OF ELECTRICAL & ELECTRONIC ENGINEERING DEPARTMENT (GRADE V)

This vacancy is due to retirement. The Department is a major provider of Engineering training in the region.

Salary: £16,005-£17,775 plus £645 London Weighting

Please send stamp for application form and further details to the Principal, Havering Technical College, Ardleigh Green Road, Hornchurch, Essex, RM11 2L. Completed application forms to be returned by 28th September 1984.

(196)

RE-ADVERTISEMENT

PRINCIPAL (GROUP 6)

SOUTHALL COLLEGE OF TECHNOLOGY

The post of Principal will become vacant on 31st August 1985 through the retirement of Dr J.E. Collier. The Principal is expected to lead the development of close links with industry and commerce, high schools and the local community and to ensure that the College performs an outstanding role in this area.

In 1983/84, the College has 143 academic staff and 3,680 students in the following departments:

Aeronautical Engineering and Air Transport

Business, General and Community Education

Constructional Engineering and Building Services

Electrical and Electronic Engineering

Mechanical and Production Engineering

Science and Technology

Applicants must be graduates with relevant professional qualifications, proven ability to manage and to motivate, to ensure the maintenance of high standards throughout the College and successfully to introduce change where the need arises in the development of the College.

Application forms and further particulars are obtainable from J. McTeer, BA, Registrar & Clerk to the Governing Body, Southall College of Technology, Beaconsfield Road, Southall, Middlesex UB1 1DP.

Salary £21,849 (inclusive subject to review)

Closing date: 28th September 1984

(197)

City of Manchester

EDUCATION DEPARTMENT

North Manchester College

required for 1st January 1985.

Assistant Principal:

Staffing (Group 6 Head of Department)

£15,390-£17,091 Pay award pending

To be responsible in the first instance for the oversight of the work of the Faculties; staff records, deployment and development, induction and in-service training.

This post offers an exciting professional opportunity to be involved in a newly formed management team operating within a revised organisational structure. Good F.E. experience at a senior level will be looked for.

Application forms and further particulars from the Senior Administrative Officer, North Manchester College, Abraham Moss Site, Crescent Road, Crumpsall, Manchester, M8 5UH Tel: 061-740 1491 Ext. 242.

Closing date for enquiries: 28 September 1984.

An Equal Opportunity Employer (198)

ROYAL BOROUGH OF KINGSTON UPON THAMES

Kingston College of Further Education

Kingston Hall Road, Kingston upon Thames, Surrey KT1 2AQ.

HEAD OF DEPARTMENT OF GENERAL VOCATIONAL EDUCATION (GRADE IV)

(Grade V)

Applications are invited for the above post, which becomes vacant on 1st January 1985 through the promotion of its present holder to a Vice-Principalship.

The Department provides a wide range of GCE courses at 'A' and 'O' levels, offers a BTEC certificate programme, and has responsibility for Ladies Hairdressing. It also provides service teaching in Science and Mathematics subjects for courses in other Departments of the College.

Salary: Head of Department (Grade V): £15,390-£17,091 p.a. plus £845 p.a. London Weighting (under review).

Please apply in writing to the Principal, quoting Post No. T85/40/1 for full particulars and application form (enclosing a large SAE). Completed forms to be returned by Friday 28th September 1984.

(199)

BEDFORDSHIRE EDUCATION SERVICE

BARNFIELD COLLEGE (Luton)

New Bedford Road, Luton, Beds

Tel: 0582 507531

Applications are invited from persons with good academic qualifications, successful teaching and administrative experience and preferably, some experience of industry and commerce for the post of

HEAD OF THE SCHOOL OF HUMANITIES & BUSINESS STUDIES

(Grade V) from 1st January 1985

The department offers courses in Accountancy, Business, Financial and Public Sector Studies (to BTEC National Level), Computing, GCE O and A Level, COLLEGE Teacher Courses, off-the-job training for VETs in business studies and retailing, and organises the College's Adult Education provision.

Salary scale £14,148 - £15,849 p.a. (under review)

Application forms and further details may be obtained from the Chief Administrative Officer and should be returned by 28th September 1984.

Bedfordshire is an equal opportunities employer

(200)

Barnfield College (Luton)

(201)

(202)

(203)

(204)

(205)

(206)

(207)

(208)

(209)

(210)

(211)

(212)

(213)

(214)

(215)

(216)

(217)

(218)

(219)

(220)

(221)

(222)

(223)

(224)

(225)

(226)

(227)

(228)

(229)

(230)

(231)

(232)

(233)

(234)

(235)

(236)

(237)

(238)

(239)

(240)

(241)

(242)

(243)

(244)

(245)

(246)

(247)

(248)

(249)

(250)

(251)

(252)

(253)

(254)

(255)

(256)

(257)

(258)

(259)

(260)

(261)

(262)

(263)

(264)

(265)

(266)

(267)

(268)

(269)

(270)

(271)

(272)

(273)

(274)

(275)

(276)

(277)

(278)

(279)

(280)

(281)

(282)

(283)

(284)

(285)

(286)

(287)

(288)

(289)

(290)

(291)

(292)

(293)

(294)

(295)

(296)

(297)

(298)

(299)

(300)

(301)

(302)

(303)

(304)

(305)

(306)

(307)

(308)

(309)

(310)

(311)

(312)

(313)

(314)

(315)

(316)

(317)

(318)

(319)

(320)

(321)

(322)

(323)

(324)

(325)

(326)

(327)

(328)

(329)

(330)

(331)

(332)

(333)

(334)

(335)

(336)

(337)

(338)

(339)

(340)

(341)

(342)

(343)

(344)

(345)

(346)

(347)

(348)

(349)

(350)

(351)

(352)

(353)

(354)

(355)

(356)

(357)

(358)

(359)

(360)

(361)

(362)

(363)

(364)

(365)

(366)

(367)

(368)

(369)

(370)

(371)

(372)

(373)

(374)

(375)

(376)

(377)

(378)

(379)

(380)

(381)

(382)

(383)

(384)

(385)

(386)

(387)

(388)

(389)

(390)

(391)

(392)

(393)

(394)

(395)

(396)

(397)

(398)

(399)

(400)

(401)

(402)

(403)

(404)

(405)

(406)

(407)

(408)

(409)

(410)

(411)

(412)

(413)

(414)

(415)

(416)

(417)

(418)

(419)

(420)

(421)

(422)

(423)

(424)

(425)

(426)

(427)

(428)

(429)

(430)

(431)

(432)

(433)

(434)

(435)

SURREY EDUCATION COMMITTEE BROOKLANDS TECHNICAL COLLEGE Heath Road, Weybridge, Surrey DEPARTMENT OF TECHNOLOGY

Lecturer II - Electronics

to teach CAG Electronics Servicing Courses; parts I, II and III and able to offer TV, Audio/Video specialisms. Appropriate qualifications and experience.

DEPARTMENT OF CATERING, BAKERY AND DENTAL STUDIES

Lecturer I - Catering Operations

to teach provision of food and related food studies to catering craft students, B/TEC Diploma, CAG 705/706, TOPS, etc. Applicants should have broad experience of Hotel and Catering Industry and relevant qualifications.

DEPARTMENT OF GENERAL EDUCATION AND SCIENCE

Lecturer I - Physics/Information Technology

to teach Physics to GCE 'A' level and assist in development of Basic Computer Literacy Courses.

Applicants should possess a degree or equivalent qualification and should preferably be teacher-trained.

DEPARTMENT OF BUSINESS AND SECRETARIAL STUDIES

One-year temporary appointment to teach Office Studies on YTS and other Courses. Graduate and/or professional qualification with appropriate industrial experience preferred.

Salary Scale: Lecturer I: £5,649-£9,735 per annum (under review)
Lecturer II: £7,215-£11,568 per annum plus £268 per annum, London Fringe Area Allowance.

Commencing salary dependent upon qualifications and experience.

Generous relocation expenses in approved cases (except for one-year temporary appointment).

Further details and application forms from the Principal to be returned by MONDAY, 24th SEPTEMBER 1984.

COLLEGE OFFICE

(continued)

DEVON COUNTY COUNCIL

(continued)

NORTH DEVON COLLEGE

Principal: N. Trueman.

Applications are invited as soon as possible from persons qualified and experienced in the following posts to date from 1st January 1985:

1. LECTURER II IN COMMUNICATIONS DEPARTMENT OF BUSINESS STUDIES

To teach mainly on BTEC National and BTEC courses together with other appropriate full-time and part-time courses. The successful candidate will also be responsible for administering the VTS Scheme within the department. Applicants should have a degree, be teacher-trained and preferably have some business experience.

2. LECTURER I IN WELDING AND FABRICATING (DEPARTMENT OF ENGINEERING)

To teach welding and associated subjects to shipbuilding, welding and fabrication students. Candidates should hold a full technological certificate and industrial experience. A teaching qualification is desirable.

3. LECTURER I IN RECEPTION STUDIES (DEPARTMENT OF FOOD & FASHION)

To teach the above subjects to students on full-time courses. Teaching and industrial experience would be advantageous.

Salaries are in accordance with the Burgham F.E. Report.

Further information and application forms (a.s.e.) may be obtained from the Vice-Principal, Secretary, North Devon College, Barnstaple, North Devon, EX31 2BG. Closing date for applications: 28th September 1984. (03535) 220026

GLOUCESTERSHIRE COLLEGE OF ARTS AND DESIGN

Principal: C. P. Dray.

Applications are invited for the following posts to date from 1st January 1985:

1. LECTURER I IN CLERICAL STUDIES

Required for September 1984. Salary: £7,215-£11,568 per annum plus £268 per annum, London Fringe Area Allowance.

2. LECTURER II IN CLERICAL STUDIES

Required for September 1984. Salary: £5,649-£9,735 per annum plus £268 per annum, London Fringe Area Allowance.

3. LECTURER I IN CLERICAL STUDIES

Required for September 1984. Salary: £7,215-£11,568 per annum plus £268 per annum, London Fringe Area Allowance.

4. LECTURER II IN CLERICAL STUDIES

Required for September 1984. Salary: £5,649-£9,735 per annum plus £268 per annum, London Fringe Area Allowance.

5. LECTURER I IN CLERICAL STUDIES

Required for September 1984. Salary: £7,215-£11,568 per annum plus £268 per annum, London Fringe Area Allowance.

6. LECTURER II IN CLERICAL STUDIES

Required for September 1984. Salary: £5,649-£9,735 per annum plus £268 per annum, London Fringe Area Allowance.

7. LECTURER I IN CLERICAL STUDIES

Required for September 1984. Salary: £7,215-£11,568 per annum plus £268 per annum, London Fringe Area Allowance.

8. LECTURER II IN CLERICAL STUDIES

Required for September 1984. Salary: £5,649-£9,735 per annum plus £268 per annum, London Fringe Area Allowance.

9. LECTURER I IN CLERICAL STUDIES

Required for September 1984. Salary: £7,215-£11,568 per annum plus £268 per annum, London Fringe Area Allowance.

10. LECTURER II IN CLERICAL STUDIES

Required for September 1984. Salary: £5,649-£9,735 per annum plus £268 per annum, London Fringe Area Allowance.

11. LECTURER I IN CLERICAL STUDIES

Required for September 1984. Salary: £7,215-£11,568 per annum plus £268 per annum, London Fringe Area Allowance.

12. LECTURER II IN CLERICAL STUDIES

Required for September 1984. Salary: £5,649-£9,735 per annum plus £268 per annum, London Fringe Area Allowance.

13. LECTURER I IN CLERICAL STUDIES

Required for September 1984. Salary: £7,215-£11,568 per annum plus £268 per annum, London Fringe Area Allowance.

14. LECTURER II IN CLERICAL STUDIES

Required for September 1984. Salary: £5,649-£9,735 per annum plus £268 per annum, London Fringe Area Allowance.

15. LECTURER I IN CLERICAL STUDIES

Required for September 1984. Salary: £7,215-£11,568 per annum plus £268 per annum, London Fringe Area Allowance.

16. LECTURER II IN CLERICAL STUDIES

Required for September 1984. Salary: £5,649-£9,735 per annum plus £268 per annum, London Fringe Area Allowance.

17. LECTURER I IN CLERICAL STUDIES

Required for September 1984. Salary: £7,215-£11,568 per annum plus £268 per annum, London Fringe Area Allowance.

18. LECTURER II IN CLERICAL STUDIES

Required for September 1984. Salary: £5,649-£9,735 per annum plus £268 per annum, London Fringe Area Allowance.

HARROW COLLEGE OF FURTHER EDUCATION

(continued)

DEPARTMENT OF TECHNICAL & SCIENTIFIC STUDIES

Principal: N. Trueman.

Applications are invited as soon as possible from persons qualified and experienced in the following posts to date from 1st January 1985:

1. LECTURER II - NUMERACY

A Lecturer Grade II in Numeracy in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

2. LECTURER II - SECRETARIAL STUDIES

A Lecturer Grade II in Secretarial Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

3. LECTURER I - CORE STUDIES

A Lecturer Grade I in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

4. LECTURER II - CORE STUDIES

A Lecturer Grade II in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

5. LECTURER I - CORE STUDIES

A Lecturer Grade I in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

6. LECTURER II - CORE STUDIES

A Lecturer Grade II in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

7. LECTURER I - CORE STUDIES

A Lecturer Grade I in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

8. LECTURER II - CORE STUDIES

A Lecturer Grade II in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

9. LECTURER I - CORE STUDIES

A Lecturer Grade I in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

10. LECTURER II - CORE STUDIES

A Lecturer Grade II in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

11. LECTURER I - CORE STUDIES

A Lecturer Grade I in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

12. LECTURER II - CORE STUDIES

A Lecturer Grade II in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

13. LECTURER I - CORE STUDIES

A Lecturer Grade I in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

14. LECTURER II - CORE STUDIES

A Lecturer Grade II in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

15. LECTURER I - CORE STUDIES

A Lecturer Grade I in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

16. LECTURER II - CORE STUDIES

A Lecturer Grade II in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

17. LECTURER I - CORE STUDIES

A Lecturer Grade I in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

18. LECTURER II - CORE STUDIES

A Lecturer Grade II in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

19. LECTURER I - CORE STUDIES

A Lecturer Grade I in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

20. LECTURER II - CORE STUDIES

A Lecturer Grade II in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

21. LECTURER I - CORE STUDIES

A Lecturer Grade I in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

22. LECTURER II - CORE STUDIES

A Lecturer Grade II in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

23. LECTURER I - CORE STUDIES

A Lecturer Grade I in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

24. LECTURER II - CORE STUDIES

A Lecturer Grade II in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

25. LECTURER I - CORE STUDIES

A Lecturer Grade I in Core Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

KENT COUNTY COUNCIL

(continued)

DEPARTMENT OF MANAGEMENT STUDIES

Principal: N. Trueman.

Applications are invited as soon as possible from persons qualified and experienced in the following posts to date from 1st January 1985:

1. LECTURER II - MANAGEMENT STUDIES

A Lecturer Grade II in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

2. LECTURER II - MANAGEMENT STUDIES

A Lecturer Grade II in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

3. LECTURER I - MANAGEMENT STUDIES

A Lecturer Grade I in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

4. LECTURER II - MANAGEMENT STUDIES

A Lecturer Grade II in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

5. LECTURER I - MANAGEMENT STUDIES

A Lecturer Grade I in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

6. LECTURER II - MANAGEMENT STUDIES

A Lecturer Grade II in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

7. LECTURER I - MANAGEMENT STUDIES

A Lecturer Grade I in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

8. LECTURER II - MANAGEMENT STUDIES

A Lecturer Grade II in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

9. LECTURER I - MANAGEMENT STUDIES

A Lecturer Grade I in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

10. LECTURER II - MANAGEMENT STUDIES

A Lecturer Grade II in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

11. LECTURER I - MANAGEMENT STUDIES

A Lecturer Grade I in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

12. LECTURER II - MANAGEMENT STUDIES

A Lecturer Grade II in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

13. LECTURER I - MANAGEMENT STUDIES

A Lecturer Grade I in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

14. LECTURER II - MANAGEMENT STUDIES

A Lecturer Grade II in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

15. LECTURER I - MANAGEMENT STUDIES

A Lecturer Grade I in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

16. LECTURER II - MANAGEMENT STUDIES

A Lecturer Grade II in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

17. LECTURER I - MANAGEMENT STUDIES

A Lecturer Grade I in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

18. LECTURER II - MANAGEMENT STUDIES

A Lecturer Grade II in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

19. LECTURER I - MANAGEMENT STUDIES

A Lecturer Grade I in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

20. LECTURER II - MANAGEMENT STUDIES

A Lecturer Grade II in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

21. LECTURER I - MANAGEMENT STUDIES

A Lecturer Grade I in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

22. LECTURER II - MANAGEMENT STUDIES

A Lecturer Grade II in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

23. LECTURER I - MANAGEMENT STUDIES

A Lecturer Grade I in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

24. LECTURER II - MANAGEMENT STUDIES

A Lecturer Grade II in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

25. LECTURER I - MANAGEMENT STUDIES

A Lecturer Grade I in Management Studies in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

LEICESTERSHIRE COUNTY COUNCIL

(continued)

COLLEGE OF ARTS AND DESIGN

Principal: N. Trueman.

Applications are invited as soon as possible from persons qualified and experienced in the following posts to date from 1st January 1985:

1. LECTURER II - ARTS AND DESIGN

A Lecturer Grade II in Arts and Design in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

2. LECTURER II - ARTS AND DESIGN

A Lecturer Grade II in Arts and Design in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

3. LECTURER I - ARTS AND DESIGN

A Lecturer Grade I in Arts and Design in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

4. LECTURER II - ARTS AND DESIGN

A Lecturer Grade II in Arts and Design in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

5. LECTURER I - ARTS AND DESIGN

A Lecturer Grade I in Arts and Design in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

6. LECTURER II - ARTS AND DESIGN

A Lecturer Grade II in Arts and Design in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

7. LECTURER I - ARTS AND DESIGN

A Lecturer Grade I in Arts and Design in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

8. LECTURER II - ARTS AND DESIGN

A Lecturer Grade II in Arts and Design in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

9. LECTURER I - ARTS AND DESIGN

A Lecturer Grade I in Arts and Design in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

10. LECTURER II - ARTS AND DESIGN

A Lecturer Grade II in Arts and Design in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

11. LECTURER I - ARTS AND DESIGN

A Lecturer Grade I in Arts and Design in the College. Applicants should possess a degree, be teacher-trained and preferably have some business experience.

12. LECTURER II - ARTS AND DESIGN

Colleges of Higher Education

Other Appointments

CAMBRIDGESHIRE

COLLEGE OF ARTS AND DESIGN

LECTURER IN APPLIED BIOLOGY

Required from 1st January 1985 to teach on a new M.Biol. course in Environmental Biology. The course is a two-year full-time and part-time course.

Applicants should be qualified in the application of microcomputers and mathematical skills and a background in plant biology (ecology/population biology/environmental physiology).

The person appointed will be required to contribute to the research programme of the Department.

Salary scale: £5,649 - £9,735 (award pending), starting point according to qualifications and experience. Details and forms to be returned by 28th September from Administrative Assistant, Department of Science, CCAT, Cambs, CB1 3PL. Tel: (0223) 552952. (0576) 340026

DEVON

COLLEGE OF TEACHER EDUCATION

LECTURER IN SCIENCE

Required from 1st January 1985. The person appointed will be required to contribute to the research programme of the Department.

Salary scale: £5,649 - £9,735 (award pending), starting point according to qualifications and experience. Details and forms to be returned by 28th September from Administrative Assistant, Department of Science, CCAT, Cambs, CB1 3PL. Tel: (0223) 552952. (0576) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

WESTHILL COLLEGE



The Governors and Trustees of Westhill College invite applications from suitably qualified men or women for the post of

PRINCIPAL

from 1st May 1985 (or as soon as possible after that date)

Westhill College is an Affiliated College of the University of Birmingham and a member of the Federation of Sixth Form Colleges. The areas of work in the College include Teacher Education and Training, Community and Youth Work, and Church Education. The College is developing a scheme of academic collaboration with its near neighbour in Birmingham, Newman College, a Catholic College, in a way that will retain the identity of each Institution. There are at present about 180 men and 330 women students.

The College, founded in 1877 under the sponsorship of the Free Churches, maintains a strong Christian tradition, with which the Principal would be expected to be fully in sympathy.

The vacancy arises from the appointment of the Principal, Mr. Alan G. Bamford, to the Principalship of Homerton College, Cambridge.

The salary will be on the Barnhill FE scale for a Group 5 College, i.e. in the range £19,548 - £20,544, currently subject to review. A Principal's House near to the College is provided.

Particulars are available from the Clerk to the Governors, Westhill College, Haverhill Building, Woolley Park Road, Selby, North Yorkshire, YO8 6LJ. Tel: (021-472 7245). The closing date for applications is 12th October 1984. (018)

D.M.H.E.

DONCASTER METROPOLITAN INSTITUTE OF HIGHER EDUCATION

Institute Librarian & Head of Learning Resources

Applications are invited from candidates with suitable qualifications and experience to co-ordinate and lead the Library, Computer and Educational Technology services of the Institute. Although a qualification in Librarianship coupled with an interest and experience in non-book resources and computer technology would be appropriate, applications from persons with other relevant experience will be welcome. The Institute is seeking to appoint someone who can demonstrate commitment to and enthusiasm for learning support services combined with established administrative skills.

The post is graded Barnhill FE Head of Department Grade IV and Salary Scale is £14,148 - £15,649. The scale is under National Review and a pay award is pending.

Further details and application form can be obtained by sending an A4 size stamped addressed envelope to:

Staffing Section, DMHE, Westcliffe, Doncaster, South Yorkshire DN1 3EX. Tel: Doncaster 22122.

Closing date for applications: 22 September 1984.

CANTERBURY

CHRIST CHURCH COLLEGE

LECTURER IN SENIOR LECTURE

Applications are invited from suitably qualified persons to fill this post as soon as possible.

The successful applicant will be responsible for the further development of a well-equipped regional Computer Aided Engineering Centre.

The successful applicant will have enthusiasm, organising ability and experience in more than one of the following disciplines: CAM, CAD, Robotics, Low Cost Automation or the Application of Microprocessors to Manufacturing Systems.

Salary scale: £12,519 - £13,938 (bar) - £15,744.

Further details and application form available from the Principal, Mid-Kent College of Higher & Further Education, Horsted, Maidstone Road, Chatham, Kent to whom completed applications should be returned by Monday 1 October 1984. (0478)

KENT

CHRIST CHURCH COLLEGE OF HIGHER EDUCATION

LECTURER IN SENIOR LECTURE

Applications are invited from suitably qualified persons to fill this post as soon as possible.

The successful applicant will be responsible for the further development of a well-equipped regional Computer Aided Engineering Centre.

The successful applicant will have enthusiasm, organising ability and experience in more than one of the following disciplines: CAM, CAD, Robotics, Low Cost Automation or the Application of Microprocessors to Manufacturing Systems.

Salary scale: £12,519 - £13,938 (bar) - £15,744.

Further details and application form available from the Principal, Mid-Kent College of Higher & Further Education, Horsted, Maidstone Road, Chatham, Kent to whom completed applications should be returned by Monday 1 October 1984. (0478)

For further details write to Mrs. P. Long, Principal, Christ Church College, Canterbury, Kent, to whom completed applications should be returned by Monday 1 October 1984. (0478)

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

LANCASTER

S. MARTIN'S COLLEGE

LECTURER IN SENIOR LECTURE

Applications are invited from suitably qualified persons to fill this post as soon as possible.

The successful applicant will be responsible for the further development of a well-equipped regional Computer Aided Engineering Centre.

The successful applicant will have enthusiasm, organising ability and experience in more than one of the following disciplines: CAM, CAD, Robotics, Low Cost Automation or the Application of Microprocessors to Manufacturing Systems.

Salary scale: £12,519 - £13,938 (bar) - £15,744.

Further details and application form available from the Principal, Mid-Kent College of Higher & Further Education, Horsted, Maidstone Road, Chatham, Kent to whom completed applications should be returned by Monday 1 October 1984. (0478)

KENT

CHRIST CHURCH COLLEGE OF HIGHER EDUCATION

LECTURER IN SENIOR LECTURE

Applications are invited from suitably qualified persons to fill this post as soon as possible.

The successful applicant will be responsible for the further development of a well-equipped regional Computer Aided Engineering Centre.

The successful applicant will have enthusiasm, organising ability and experience in more than one of the following disciplines: CAM, CAD, Robotics, Low Cost Automation or the Application of Microprocessors to Manufacturing Systems.

Salary scale: £12,519 - £13,938 (bar) - £15,744.

Further details and application form available from the Principal, Mid-Kent College of Higher & Further Education, Horsted, Maidstone Road, Chatham, Kent to whom completed applications should be returned by Monday 1 October 1984. (0478)

For further details write to Mrs. P. Long, Principal, Christ Church College, Canterbury, Kent, to whom completed applications should be returned by Monday 1 October 1984. (0478)

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

LINCOLN

BISHOP GROSSETESTE COLLEGE

LECTURER IN SENIOR LECTURE

Applications are invited from suitably qualified persons to fill this post as soon as possible.

The successful applicant will be responsible for the further development of a well-equipped regional Computer Aided Engineering Centre.

The successful applicant will have enthusiasm, organising ability and experience in more than one of the following disciplines: CAM, CAD, Robotics, Low Cost Automation or the Application of Microprocessors to Manufacturing Systems.

Salary scale: £12,519 - £13,938 (bar) - £15,744.

Further details and application form available from the Principal, Mid-Kent College of Higher & Further Education, Horsted, Maidstone Road, Chatham, Kent to whom completed applications should be returned by Monday 1 October 1984. (0478)

KENT

CHRIST CHURCH COLLEGE OF HIGHER EDUCATION

LECTURER IN SENIOR LECTURE

Applications are invited from suitably qualified persons to fill this post as soon as possible.

The successful applicant will be responsible for the further development of a well-equipped regional Computer Aided Engineering Centre.

The successful applicant will have enthusiasm, organising ability and experience in more than one of the following disciplines: CAM, CAD, Robotics, Low Cost Automation or the Application of Microprocessors to Manufacturing Systems.

Salary scale: £12,519 - £13,938 (bar) - £15,744.

Further details and application form available from the Principal, Mid-Kent College of Higher & Further Education, Horsted, Maidstone Road, Chatham, Kent to whom completed applications should be returned by Monday 1 October 1984. (0478)

For further details write to Mrs. P. Long, Principal, Christ Church College, Canterbury, Kent, to whom completed applications should be returned by Monday 1 October 1984. (0478)

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 100 Westhill Road, Westhill, Aberdeen, AB11 1YD. Tel: (0451) 355344. Closing date: 1st October. (0451) 340026

Further details and application forms obtainable from the Principal, Westhill College, 10

Posts Overseas Ecuador

Centre Manager/ Director of Studies

The British Council, Quito

Duties: The Manager/DOS is responsible to the Representative for the day-to-day management of the Council Direct Teaching of English Operation, including budgetary control and the production of management information, the supervision and leadership of teachers and local staff, student and corporate client welfare and liaison, and publicity.

Qualifications: A degree preferably in English or Modern Languages; MA in Applied Linguistics or equivalent; RSA Dip/TEFL and Teacher-Training experience desirable; at least 5 years' relevant TEFL experience; working knowledge of Spanish. A married teaching couple or single candidates preferred.

Salary: £10,000-£12,500 pa.

Benefits: Airfares, baggage allowance, passage-paid home leave on renewal, 5 weeks' annual leave plus local holidays, medical insurance scheme.

Contract: A two year contract with the British Council in Quito, renewable by mutual consent.

Reference: 84 D 82 T.

Peru

Posts 1 & 2: Assistant Masters, Upper School, English and History or Geography.

Posts 3 & 4: Assistant Masters, Upper School Science Department.

Posts 5 & 6: Assistant Masters, Lower School, (10-12 years) General Subjects.

Post 7: Assistant Master, Lower School, (8-10 years) General Subjects.

MARKHAM COLLEGE, LIMA.

Markham College is a non-profit making independent school for 1,800 boys, mostly Peruvian, aged 5-18.

Duties: Posts 1 & 2: to teach English and either History or Geography to age group 12-17 years. Scale 2 post for candidate capable of coordinating the library. Post 3: to teach Physics with Mathematics and/or Chemistry. Post 4: to teach Computer Science with Physics or Mathematics or Chemistry. Scale 2 posts. Posts 5-7: to teach general subjects (English, Mathematics, History and Geography) in English in the Lower School. All masters are expected to assist with games or other out of school activities.

Qualifications: British qualifications. Cert. Ed. essential. Degree and TEFL qualification desirable for posts 1 & 2. Degree desirable for posts 3 & 4, and TEFL for 5-7. Knowledge of Spanish useful. Age 24-35. Married couples considered provided spouse will work at College.

Salary: Appropriate Burnham rate in

Scales, plus an allowance (currently 40%) convertible to US Dollars.

Benefits: fast, baggage, and travel allowance, settling-in grant, medical cover.

Contract: 3-year contract with the College, guaranteed by the British Council, renewable, commencing 1st March 1985.

Interviews will be held in London in November.

Reference: 84 B 82-89 T

Syria

Manager The British Council English Language Institute Damascus

Duties: Financial supervision and forward planning of the DTEO; supervision of teaching staff and of local staff with DTEO duties; supervision of day-to-day running of the DTEO including registration procedures, reading materials and teacher-training. Responsibility for expansion of DTEO programme, 5/8 hours teaching per week.

Qualifications: Candidates preferably aged 30-45 should have a degree plus RSA Dip/PGCE TEFL; MA in Applied Linguistics; at least 5 years' EFL experience; experience in financial control, management of personnel and general administration. Married candidates are acceptable.

Salary and Personal Allowances: £12,000-£14,500 tax free depending on marital status.

Benefits: Accommodation allowance; airfares and baggage allowance at beginning and end of contract; medical insurance allowance; 42 days' leave annually.

Contract: With the British Council to start as soon as possible until August 1986.

Reference: 84 D 72 T.

KEY ENGLISH LANGUAGE TEACHING SCHEME

The KELTS Scheme is part of Britain's aid programme to developing countries.

Director of Studies National Academy of Higher Education Islamabad

Duties: To direct an in-service training diploma course in the teaching of English as a foreign language. The course would cover the various fields involved in the area of ESL/TEFL.

Qualifications: All candidates must be UK citizens, preferably aged 30-50, with a British educational background. They should have a degree or equivalent, a teaching qualification including TEFL or educational qualification plus a postgraduate in TEFL/ESL or Applied Linguistics. A minimum of 5 years' experience of which at least 3 should be overseas is essential. A knowledge of the Indian sub continent is desirable.

Salary: £11,061-£15,311 per annum, depending on salary level and marital status.

Overseas Allowance: Nil-£1,037 depending on salary level and marital status.

Benefits: Salary free of UK Income tax; variable overseas allowance; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; employer's contribution to a recognised superannuation scheme or an allowance of 11% of basic salary in lieu.

Contract: This consultancy will be for 6 months only.

Closing date for applications: 5th October 1984.

South Africa

Reference: 84 K 2 T

The following post is funded under Britain's aid programme to developing countries.

ELT Adviser to the Molteno Project Rhodes University

The Molteno Project is a research project in curriculum development directed at teaching reading and writing skills in primary schools in both the mother tongue and English.

Duties: To assist Molteno research staff in the development of ELT materials for teachers of primary school pupils in years 2-4, to take the second year English course and develop it through stages of expansion and reading supplementation to its final form and to continue the development of ELT materials with the third year.

Qualifications: All candidates must be UK citizens, preferably aged 30-45, with a British educational background. They should have an honours degree plus a one-year postgraduate qualification in TEFL preferably an MA in Applied Linguistics, and 5 years' experience of writing materials for English teaching in primary schools, and in English.

Salary: £11,061-£15,311 per annum.

Benefits: Salary free of UK Income tax; free family passages; children's education allowance and holiday visits; free medical scheme; baggage allowance; paid leave; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

Contract: Will be for 2 years with the British Council.

Closing date for Applications: 5th October 1984.

Reference: 84 K 64 T

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

Overseas Appointments

Argentina

ST GEORGE'S COLLEGE, Buenos Aires

H.M.C./A.P.E. educational base, school, 320 pupils.

Staff required for 1985 to teach:

SENIOR SCHOOL (11-18) COMPUTATION: 1. B. Subst. 2. B. Subst. 3. B. Subst. 4. B. Subst. 5. B. Subst. 6. B. Subst. 7. B. Subst. 8. B. Subst. 9. B. Subst. 10. B. Subst. 11. B. Subst. 12. B. Subst. 13. B. Subst. 14. B. Subst. 15. B. Subst. 16. B. Subst. 17. B. Subst. 18. B. Subst. 19. B. Subst. 20. B. Subst. 21. B. Subst. 22. B. Subst. 23. B. Subst. 24. B. Subst. 25. B. Subst. 26. B. Subst. 27. B. Subst. 28. B. Subst. 29. B. Subst. 30. B. Subst. 31. B. Subst. 32. B. Subst. 33. B. Subst. 34. B. Subst. 35. B. Subst. 36. B. Subst. 37. B. Subst. 38. B. Subst. 39. B. Subst. 40. B. Subst. 41. B. Subst. 42. B. Subst. 43. B. Subst. 44. B. Subst. 45. B. Subst. 46. B. Subst. 47. B. Subst. 48. B. Subst. 49. B. Subst. 50. B. Subst. 51. B. Subst. 52. B. Subst. 53. B. Subst. 54. B. Subst. 55. B. Subst. 56. B. Subst. 57. B. Subst. 58. B. Subst. 59. B. Subst. 60. B. Subst. 61. B. Subst. 62. B. Subst. 63. B. Subst. 64. B. Subst. 65. B. Subst. 66. B. Subst. 67. B. Subst. 68. B. Subst. 69. B. Subst. 70. B. Subst. 71. B. Subst. 72. B. Subst. 73. B. Subst. 74. B. Subst. 75. B. Subst. 76. B. Subst. 77. B. Subst. 78. B. Subst. 79. B. Subst. 80. B. Subst. 81. B. Subst. 82. B. Subst. 83. B. Subst. 84. B. Subst. 85. B. Subst. 86. B. Subst. 87. B. Subst. 88. B. Subst. 89. B. Subst. 90. B. Subst. 91. B. Subst. 92. B. Subst. 93. B. Subst. 94. B. Subst. 95. B. Subst. 96. B. Subst. 97. B. Subst. 98. B. Subst. 99. B. Subst. 100. B. Subst. 101. B. Subst. 102. B. Subst. 103. B. Subst. 104. B. Subst. 105. B. Subst. 106. B. Subst. 107. B. Subst. 108. B. Subst. 109. B. Subst. 110. B. Subst. 111. B. Subst. 112. B. Subst. 113. B. Subst. 114. B. Subst. 115. B. Subst. 116. B. Subst. 117. B. Subst. 118. B. Subst. 119. B. Subst. 120. B. Subst. 121. B. Subst. 122. B. Subst. 123. B. Subst. 124. B. Subst. 125. B. Subst. 126. B. Subst. 127. B. Subst. 128. B. Subst. 129. B. Subst. 130. B. Subst. 131. B. Subst. 132. B. Subst. 133. B. Subst. 134. B. Subst. 135. B. Subst. 136. B. Subst. 137. B. Subst. 138. B. Subst. 139. B. Subst. 140. B. Subst. 141. B. Subst. 142. B. Subst. 143. B. Subst. 144. B. Subst. 145. B. Subst. 146. B. Subst. 147. B. Subst. 148. B. Subst. 149. B. Subst. 150. B. Subst. 151. B. Subst. 152. B. Subst. 153. B. Subst. 154. B. Subst. 155. B. Subst. 156. B. Subst. 157. B. Subst. 158. B. Subst. 159. B. Subst. 160. B. Subst. 161. B. Subst. 162. B. Subst. 163. B. Subst. 164. B. Subst. 165. B. Subst. 166. B. Subst. 167. B. Subst. 168. B. Subst. 169. B. Subst. 170. B. Subst. 171. B. Subst. 172. B. Subst. 173. B. Subst. 174. B. Subst. 175. B. Subst. 176. B. Subst. 177. B. Subst. 178. B. Subst. 179. B. Subst. 180. B. Subst. 181. B. Subst. 182. B. Subst. 183. B. Subst. 184. B. Subst. 185. B. Subst. 186. B. Subst. 187. B. Subst. 188. B. Subst. 189. B. Subst. 190. B. Subst. 191. B. Subst. 192. B. Subst. 193. B. Subst. 194. B. Subst. 195. B. Subst. 196. B. Subst. 197. B. Subst. 198. B. Subst. 199. B. Subst. 200. B. Subst. 201. B. Subst. 202. B. Subst. 203. B. Subst. 204. B. Subst. 205. B. Subst. 206. B. Subst. 207. B. Subst. 208. B. Subst. 209. B. Subst. 210. B. Subst. 211. B. Subst. 212. B. Subst. 213. B. Subst. 214. B. Subst. 215. B. Subst. 216. B. Subst. 217. B. Subst. 218. B. Subst. 219. B. Subst. 220. B. Subst. 221. B. Subst. 222. B. Subst. 223. B. Subst. 224. B. Subst. 225. B. Subst. 226. B. Subst. 227. B. Subst. 228. B. Subst. 229. B. Subst. 230. B. Subst. 231. B. Subst. 232. B. Subst. 233. B. Subst. 234. B. Subst. 235. B. Subst. 236. B. Subst. 237. B. Subst. 238. B. Subst. 239. B. Subst. 240. B. Subst. 241. B. Subst. 242. B. Subst. 243. B. Subst. 244. B. Subst. 245. B. Subst. 246. B. Subst. 247. B. Subst. 248. B. Subst. 249. B. Subst. 250. B. Subst. 251. B. Subst. 252. B. Subst. 253. B. Subst. 254. B. Subst. 255. B. Subst. 256. B. Subst. 257. B. Subst. 258. B. Subst. 259. B. Subst. 260. B. Subst. 261. B. Subst. 262. B. Subst. 263. B. Subst. 264. B. Subst. 265. B. Subst. 266. B. Subst. 267. B. Subst. 268. B. Subst. 269. B. Subst. 270. B. Subst. 271. B. Subst. 272. B. Subst. 273. B. Subst. 274. B. Subst. 275. B. Subst. 276. B. Subst. 277. B. Subst. 278. B. Subst. 279. B. Subst. 280. B. Subst. 281. B. Subst. 282. B. Subst. 283. B. Subst. 284. B. Subst. 285. B. Subst. 286. B. Subst. 287. B. Subst. 288. B. Subst. 289. B. Subst. 290. B. Subst. 291. B. Subst. 292. B. Subst. 293. B. Subst. 294. B. Subst. 295. B. Subst. 296. B. Subst. 297. B. Subst. 298. B. Subst. 299. B. Subst. 300. B. Subst. 301. B. Subst. 302. B. Subst. 303. B. Subst. 304. B. Subst. 305. B. Subst. 306. B. Subst. 307. B. Subst. 308. B. Subst. 309. B. Subst. 310. B. Subst. 311. B. Subst. 312. B. Subst. 313. B. Subst. 314. B. Subst. 315. B. Subst. 316. B. Subst. 317. B. Subst. 318. B. Subst. 319. B. Subst. 320. B. Subst. 321. B. Subst. 322. B. Subst. 323. B. Subst. 324. B. Subst. 325. B. Subst. 326. B. Subst. 327. B. Subst. 328. B. Subst. 329. B. Subst. 330. B. Subst. 331. B. Subst. 332. B. Subst. 333. B. Subst. 334. B. Subst. 335. B. Subst. 336. B. Subst. 337. B. Subst. 338. B. Subst. 339. B. Subst. 340. B. Subst. 341. B. Subst. 342. B. Subst. 343. B. Subst. 344. B. Subst. 345. B. Subst. 346. B. Subst. 347. B. Subst. 348. B. Subst. 349. B. Subst. 350. B. Subst. 351. B. Subst. 352. B. Subst. 353. B. Subst. 354. B. Subst. 355. B. Subst. 356. B. Subst. 357. B. Subst. 358. B. Subst. 359. B. Subst. 360. B. Subst. 361. B. Subst. 362. B. Subst. 363. B. Subst. 364. B. Subst. 365. B. Subst. 366. B. Subst. 367. B. Subst. 368. B. Subst. 369. B. Subst. 370. B. Subst. 371. B. Subst. 372. B. Subst. 373. B. Subst. 374. B. Subst. 375. B. Subst. 376. B. Subst. 377. B. Subst. 378. B. Subst. 379. B. Subst. 380. B. Subst. 381. B. Subst. 382. B. Subst. 383. B. Subst. 384. B. Subst. 385. B. Subst. 386. B. Subst. 387. B. Subst. 388. B. Subst. 389. B. Subst. 390. B. Subst. 391. B. Subst. 392. B. Subst. 393. B. Subst. 394. B. Subst. 395. B. Subst. 396. B. Subst. 397. B. Subst. 398. B. Subst. 399. B. Subst. 400. B. Subst. 401. B. Subst. 402. B. Subst. 403. B. Subst. 404. B. Subst. 405. B. Subst. 406. B. Subst. 407. B. Subst. 408. B. Subst. 409. B. Subst. 410. B. Subst. 411. B. Subst. 412. B. Subst. 413. B. Subst. 414. B. Subst. 415. B. Subst. 416. B. Subst. 417. B. Subst. 418. B. Subst. 419. B. Subst. 420. B. Subst. 421. B. Subst. 422. B. Subst. 423. B. Subst. 424. B. Subst. 425. B. Subst. 426. B. Subst. 427. B. Subst. 428. B. Subst. 429. B. Subst. 430. B. Subst. 431. B. Subst. 432. B. Subst. 433. B. Subst. 434. B. Subst. 435. B. Subst. 436. B. Subst. 437. B. Subst. 438. B. Subst. 439. B. Subst. 440. B. Subst. 441. B. Subst. 442. B. Subst. 443. B. Subst. 444. B. Subst. 445. B. Subst. 446. B. Subst. 447. B. Subst. 448. B. Subst. 449. B. Subst. 450. B. Subst. 451. B. Subst. 452. B. Subst. 453. B. Subst. 454. B. Subst. 455. B. Subst. 456. B. Subst. 457. B. Subst. 458. B. Subst. 459. B. Subst. 460. B. Subst. 461. B. Subst. 462. B. Subst. 463. B. Subst. 464. B. Subst. 465. B. Subst. 466. B. Subst. 467. B. Subst. 468. B. Subst. 469. B. Subst. 470. B. Subst. 471. B. Subst. 472. B. Subst. 473. B. Subst. 474. B. Subst. 475. B. Subst. 476. B. Subst. 477. B. Subst. 478. B. Subst. 479. B. Subst. 480. B. Subst. 481. B. Subst. 482. B. Subst. 483. B. Subst. 484. B. Subst. 485. B. Subst. 486. B. Subst. 487. B. Subst. 488. B. Subst. 489. B. Subst. 490. B. Subst. 491. B. Subst. 492. B. Subst. 493. B. Subst. 494. B. Subst. 495. B. Subst. 496. B. Subst. 497. B. Subst. 498. B. Subst. 499. B. Subst. 500. B. Subst. 501. B. Subst. 502. B. Subst. 503. B. Subst. 504. B. Subst. 505. B. Subst. 506. B. Subst. 507. B. Subst. 508. B. Subst. 509. B. Subst. 510. B. Subst. 511. B. Subst. 512. B. Subst. 513. B. Subst. 514. B. Subst. 515. B. Subst. 516. B. Subst. 517. B. Subst. 518. B. Subst. 519. B. Subst. 520. B. Subst. 521. B. Subst. 522. B. Subst. 523. B. Subst. 524. B. Subst. 525. B. Subst. 526. B. Subst. 527. B. Subst. 528. B. Subst. 529. B. Subst. 530. B. Subst. 531. B. Subst. 532. B. Subst. 533. B. Subst. 534. B. Subst. 535. B. Subst. 536. B. Subst. 537. B. Subst. 538. B. Subst. 539. B. Subst. 540. B. Subst. 541. B. Subst. 542. B. Subst. 543. B. Subst. 544. B. Subst. 545. B. Subst. 546. B. Subst. 547. B. Subst. 548. B. Subst. 549. B. Subst. 550. B. Subst. 551. B. Subst. 552. B. Subst. 553. B. Subst. 554. B. Subst. 555. B. Subst. 556. B. Subst. 557. B. Subst. 558. B. Subst. 559. B. Subst. 560. B. Subst. 561. B. Subst. 562. B. Subst. 563. B. Subst. 564. B. Subst. 565. B. Subst. 566. B. Subst. 567. B. Subst. 568. B. Subst. 569. B. Subst. 570. B. Subst. 571. B. Subst. 572. B. Subst. 573. B. Subst. 574. B. Subst. 575. B. Subst. 576. B. Subst. 577. B. Subst. 578. B. Subst. 579. B. Subst. 580. B. Subst. 581. B. Subst. 582. B. Subst. 583. B. Subst. 584. B. Subst. 585. B. Subst. 586. B. Subst. 587. B. Subst. 588. B. Subst. 589. B. Subst. 590. B. Subst. 591. B. Subst. 592. B. Subst. 593. B. Subst. 594. B. Subst. 595. B. Subst. 596. B. Subst. 597. B. Subst. 598. B. Subst. 599. B. Subst. 600. B. Subst. 601. B. Subst. 602. B. Subst. 603. B. Subst. 604. B. Subst. 605. B. Subst. 606. B. Subst. 607. B. Subst. 608. B. Subst. 609. B. Subst. 610. B. Subst. 611. B. Subst. 612. B. Subst. 613. B. Subst. 614. B. Subst. 615. B. Subst. 616. B. Subst. 617. B. Subst. 618. B. Subst. 619. B. Subst. 620. B. Subst. 621. B. Subst. 622. B. Subst. 623. B. Subst. 624. B. Subst. 625. B. Subst. 626. B. Subst. 627. B. Subst. 628. B. Subst. 629. B. Subst. 630. B. Subst. 631. B. Subst. 632. B. Subst. 633. B. Subst. 634. B. Subst. 635. B. Subst. 636. B. Subst. 637. B. Subst. 638. B. Subst. 639. B. Subst. 640. B. Subst. 641. B. Subst. 642. B. Subst. 643. B. Subst. 644. B. Subst. 645. B. Subst. 646. B. Subst. 647. B. Subst. 648. B. Subst. 649. B. Subst. 650. B. Subst. 651. B. Subst. 652. B. Subst. 653. B. Subst. 654. B. Subst. 655. B. Subst. 656. B. Subst. 657. B. Subst. 658. B. Subst. 659. B. Subst. 660. B. Subst. 661. B. Subst. 662. B. Subst. 663. B. Subst. 664. B. Subst. 665. B. Subst. 666. B. Subst. 667. B. Subst. 668. B. Subst. 669. B. Subst. 670. B. Subst. 671. B. Subst. 672. B. Subst. 673. B. Subst. 674. B. Subst. 675. B. Subst. 676. B. Subst. 677. B. Subst. 678. B. Subst. 679. B. Subst. 680. B. Subst. 681. B. Subst. 682. B. Subst. 683. B. Subst. 684. B. Subst. 685. B. Subst. 686. B. Subst. 687. B. Subst. 688. B. Subst. 689. B. Subst. 690. B. Subst. 691. B. Subst. 692. B. Subst. 693. B. Subst. 694. B. Subst. 695. B. Subst. 696. B. Subst. 697. B. Subst. 698. B. Subst. 699. B. Subst. 700. B. Subst. 701. B. Subst. 702. B. Subst. 703. B. Subst. 704. B. Subst. 705. B. Subst. 706. B. Subst. 707. B. Subst. 708. B. Subst. 709. B. Subst. 710. B. Subst. 711. B. Subst. 712. B. Subst. 713. B. Subst. 714. B. Subst. 715. B. Subst. 716. B. Subst. 717. B. Subst. 718. B. Subst. 719. B. Subst. 720. B. Subst. 721. B. Subst. 722. B. Subst. 723. B. Subst. 724. B. Subst. 725. B. Subst. 726. B. Subst. 727. B. Subst. 728. B. Subst. 729. B. Subst. 730. B. Subst. 731. B. Subst. 732. B. Subst. 733. B. Subst. 734. B. Subst. 735. B. Subst. 736. B. Subst. 737. B. Subst. 738. B. Subst. 739. B. Subst. 740. B. Subst. 741. B. Subst. 742. B. Subst. 743. B. Subst. 744. B. Subst. 745. B. Subst. 746. B. Subst. 747. B. Subst. 748. B. Subst. 749. B. Subst. 750. B. Subst. 751. B. Subst. 752. B. Subst. 753. B. Subst. 754. B. Subst. 755. B. Subst. 756. B. Subst. 757. B. Subst. 758. B. Subst. 759. B. Subst. 760. B. Subst. 761. B. Subst. 762. B. Subst. 763. B. Subst. 764. B. Subst. 765. B. Subst. 766. B. Subst. 767. B. Subst. 768. B. Subst. 769. B. Subst. 770. B. Subst. 771. B. Subst. 772. B. Subst. 773. B. Subst. 774. B. Subst. 775. B. Subst. 776. B. Subst. 777. B. Subst. 778. B. Subst. 779. B. Subst. 780. B. Subst. 781. B. Subst. 782. B. Subst. 783. B. Subst. 784. B. Subst. 785. B. Subst. 786. B. Subst. 787. B. Subst. 788. B. Subst. 789. B. Subst. 790. B. Subst. 791. B. Subst. 792. B. Subst. 793. B. Subst. 794. B. Subst. 795. B. Subst. 796. B. Subst. 797. B. Subst. 798. B. Subst. 799. B. Subst. 800. B. Subst. 801. B. Subst. 802. B. Subst. 803. B. Subst. 804. B. Subst. 805. B. Subst. 806. B. Subst. 807. B. Subst. 808. B. Subst. 809. B. Subst. 810. B. Subst. 811. B. Subst. 812. B. Subst. 813. B. Subst. 814. B. Subst. 815. B. Subst. 816. B. Subst. 817. B. Subst. 818. B. Subst. 819. B. Subst. 820. B. Subst. 821. B. Subst. 822. B. Subst. 823. B. Subst. 824. B. Subst. 825. B. Subst. 826. B. Subst. 827. B. Subst. 828. B. Subst. 829. B. Subst. 830. B. Subst. 831. B. Subst. 832. B. Subst. 833. B. Subst. 834. B. Subst. 835. B. Subst. 836. B. Subst. 837. B. Subst. 838. B. Subst. 839. B. Subst. 840. B. Subst. 841. B. Subst. 842. B. Subst. 843. B. Subst. 844. B. Subst. 845. B. Subst. 846. B. Subst. 847. B. Subst. 848. B. Subst. 849. B. Subst. 850. B. Subst. 851. B. Subst. 852. B. Subst. 853. B. Subst. 854. B. Subst. 855. B. Subst. 856. B. Subst. 857. B. Subst. 858. B. Subst. 859. B. Subst. 860. B. Subst. 861. B. Subst. 862. B. Subst. 863. B. Subst. 864. B. Subst. 865. B. Subst. 866. B. Subst. 867. B. Subst. 868. B. Subst. 869. B. Subst. 870. B. Subst. 871. B. Subst. 872. B. Subst. 873. B. Subst. 874. B. Subst. 875. B. Subst. 876. B. Subst. 877. B. Subst. 878. B. Subst. 879. B. Subst. 880. B. Subst. 881. B. Subst. 882. B. Subst. 883. B. Subst. 884. B. Subst. 885. B. Subst. 886. B. Subst. 887. B. Subst. 888. B. Subst. 889. B. Subst. 890. B. Subst. 891. B. Subst. 892. B. Subst. 893. B. Subst. 894. B. Subst. 895. B. Subst. 896. B. Subst. 897. B. Subst. 898. B. Subst. 899. B. Subst. 900. B. Subst. 901. B. Subst. 902. B. Subst. 903. B. Subst. 904. B. Subst. 905. B. Subst. 906. B. Subst. 907. B. Subst. 908. B. Subst. 909. B. Subst. 910. B. Subst. 911. B. Subst. 912. B. Subst. 913. B. Subst. 914. B. Subst. 915. B. Subst. 916. B. Subst. 917. B. Subst. 918. B. Subst. 919. B. Subst. 920. B. Subst. 921. B. Subst. 922. B. Subst. 923. B. Subst. 924. B. Subst. 925. B. Subst. 926. B. Subst. 927. B. Subst. 928. B. Subst. 929. B. Subst. 930. B. Subst. 931. B. Subst. 932. B. Subst. 933. B. Subst. 934. B. Subst. 935. B. Subst. 936. B. Subst. 937. B. Subst. 938. B. Subst. 939. B. Subst. 940. B. Subst. 941. B. Subst. 942. B. Subst. 943. B. Subst. 944. B. Subst. 945. B. Subst. 946. B. Subst. 947. B. Subst. 948. B. Subst. 949. B. Subst. 950. B. Subst. 951. B. Subst. 952. B. Subst. 953. B. Subst. 954. B. Subst. 955. B. Subst. 956. B. Subst. 957. B. Subst. 958. B. Subst. 959. B. Subst. 960. B. Subst. 961. B. Subst. 962. B. Subst. 963. B. Subst. 964. B. Subst. 965. B. Subst. 966. B. Subst. 967. B. Subst. 968. B. Subst. 969. B. Subst. 970. B. Subst. 971. B. Subst. 972. B. Subst. 973. B. Subst. 9

Assistant Director of Education (Further Education)

£17,526 - £19,896 (pay award pending)

Applications are invited from suitably qualified candidates for this senior appointment, commencing as soon as possible after 1st November 1984.

Applicants should have appropriate academic qualifications, successful teaching experience and substantial professional administrative experience, preferably with a local education authority.

The person appointed will be responsible to the Director of Education for the co-ordination of all work associated with the management of further education throughout the Authority.

Application forms and details from the Director of Education, Staffing Section, County Hall, Chichester, West Sussex. PO19 1RF. Tel: (0243) 777100 Ext 2308. Closing Date 28th September 1984.



ADMINISTRATION

L.E.A. continued

MERTON

LONDON BOROUGH OF

EDUCATION COMMITTEE

WARRANTY

MERTON TEACHERS'

CENTRE

Engle House, Mitcham, Surrey

Salary: £17,526 - £19,896

Applications invited for this

full-time post from suitably

experienced/qualified candi-

dates to post from 1st Nov 1984.

Applicants should have appropriate

academic qualifications, successful

teaching experience and substantial

professional administrative experi-

ence, preferably with a local edu-

cation authority.

The person appointed will be

responsible to the Director of Edu-

cation for the co-ordination of all

work associated with the manage-

ment of further education throu-

ghout the Authority.

Application forms and details from

the Director of Education, Staffing

Section, County Hall, Chichester,

West Sussex. PO19 1RF. Tel: (0243)

777100 Ext 2308. Closing Date

28th September 1984.

AN EQUAL OPPORTUNITIES EMPLOYER

NORTHUMBERLAND

HOMERIDGE SERVICE

SENIOR TUTOR - Burnham

Scale 5

Responsible for organisation of

part-time tuition through-

out County for wide range of

pupils needing to be educated

otherwise than at school.

Broad interest in children's

special needs and ability to

work with variety of people

and agencies necessary.

Application forms, return-

able 28/9/84, and further

details (look for SAE) to

Director of Education, County

Hall, Morneth NE61 2EP.

(04408) 480000

AN EQUAL OPPORTUNITIES EMPLOYER

Northumberland County Council

Education Department

THREE GENERAL ADVISERS

Soulbury Group 8 (£13,953-£15,189 - award pending)

Applications are invited from successful versatile and well-qualified teachers, having experience at a senior level in primary, middle or secondary schools, for one of three General Adviser posts vacant because of retirement, to commence from 1 January 1985. Successful candidates will be responsible for a curriculum area within the range listed broadly below and will act as general advisers to a group of schools.

Visual Arts/Design

Technology/Applied Science/Workshop Crafts

Geography/History/Environmental/Social Studies

Home Studies.

Removal expenses/allowance may be payable.

Application form and further information from Director of Education, County Hall, Morpeth NE61 2EP (Tel: 0670 814343 ext 3685). Closing date for receipt of completed forms 24 September, 1984. (8471)

AN EQUAL OPPORTUNITIES EMPLOYER

Secondary Examinations Council (SEC)

The SEC is supported by a grant-in-aid from the DES. Its role is to promote, encourage and develop the efficient provision of systems of examination and assessment in England and Wales designed principally for pupils in secondary education.

The SEC works in close collaboration with the School Certificate Development Committee. Both bodies are based in Notting Hill Gate, London W11.

The Council intends to make the following appointments:

3 Principal Professional Officers

The SEC requires 3 Principal Professional Officers, to be in post for 1st January 1985. The officers will be expected to contribute to the SEC's work in connection with the GCSE, grade-related criteria and at 18+

Applicants should have: Teaching experience at least at head of department level; extensive experience in assessment work or preferably both together with proven management and administrative skills.

Benefits: Salary scale £13,848 to £17,906 (under review). Non-contributory pension scheme.

How to apply: For further details and an application form contact: Ann Stewart, SEC, Newcombe House, 45 Notting Hill Gate, London W11 3JB.

Telephone 01-229 1234 Ext 282

Closing date: 28th September 1984

AN EQUAL OPPORTUNITIES EMPLOYER

EDUCATION DEPARTMENT

Project Development Officer

(Curriculum Planning Board)

Salary: £10,869-£11,679 p.a. inclusive PO (1-4)

We are seeking an outstanding project development officer to join our new Research and Information Section in the Education Department, with a particular responsibility for serving the Curriculum Planning Board and so assisting the development of policies and programmes for the 16-19 age group in the Borough, and monitoring their implementation.

Applicants should be graduates with experience of similar work, with competence in gathering information, in analyzing data and in drafting succinct position papers. Essential qualities are an enquiring mind, resilience, a team approach and the capacity to work as a self-starter. Knowledge of the national policies and networks for tertiary education, of the use of computers for information work, of educational research methods, and of tackling the needs of multi-cultural inner city areas will be an advantage.

For an informal discussion about the job, telephone Spencer Hudson 334 4545 ext. 5694.

For an application form and further particulars please write to the Chief Executive, Town Hall, East Ham, E6 2RP, or telephone 01-471 0619 (24 hour answering service), quoting reference ASC/870. Closing date: 28th September 1984.

AN EQUAL OPPORTUNITIES EMPLOYER

EDUCATION DEPARTMENT

General Inspectors (2 posts)

£16,927-£18,281 p.a. (Soulbury Group 9 HT Scale)

POST-16 EDUCATION

Applicants for this exciting and challenging new post should be well qualified and experienced persons who are currently working in or with schools and colleges. Nottinghamshire is expanding its support for curriculum and professional development activity in post-16 Education and the Inspectorate is committed to furthering this work. Candidates (male or female) are sought who can contribute to this comprehensive programme and therefore be able to demonstrate a broad range of skills and understanding in particular the curriculum development concerns of schools and colleges as they meet the needs of a changing client group.

MATHEMATICAL EDUCATION

Applicants (male or female) should be able to demonstrate successful experience at a senior level in the field of Mathematical Education. The Authority is committed to a programme of curriculum and professional development and inspectors take a leading role in this work although the main focus of activity will be upon the quality of the mathematical curriculum in primary and secondary schools. We are seeking candidates who are committed general educationists.

For both posts relocation expenses where appropriate.

Application forms and further details are available from the Director of Education (ref: A12) at County Hall. (p.a. with 24p stamp please). Closing date 3 October.

AN EQUAL OPPORTUNITIES EMPLOYER

Nottinghamshire County Council

County Hall, West Bridgford Nottingham NG2 7DP

City of Manchester EDUCATION DEPARTMENT

Crown Square, Manchester. M60 3BB

Assistant Education Officer - Schools

PO6 £14,376-£15,357 (pay award pending)

A vacancy exists for this post in the Schools Branch, following reorganisation and senior staff changes. Applications are invited from women and men with substantial experience in the management of education authorities and their establishments.

The City Council operates a Union Membership agreement under which a new employee is required to become a member of a recognised Union.

Application forms and further particulars from Chief Education Officer, Education Personnel Office, Crown Square, Manchester M60 3BB. Tel: 061-228 2191 Ext 7316 quoting ref: E18. Closing date 28 September, 1984.

AN EQUAL OPPORTUNITIES EMPLOYER

Education

Professional Assistant

Salary: PO 1 (D): £9,945 - £11,052 (under review)

Applications are invited from persons with an Honours Degree and successful teaching experience for this post in the Further and Higher Education Division which offers an opportunity to enter educational administration in a large County Authority.

There is a scheme of financial assistance for newly appointed staff, including removal, lodging and relocation allowances. A casual car allowance is available.

Further details and forms of application may be obtained from the Director of Education, County Offices, Matlock, DE4 3AG (telephone 0629 3411 extension 6428).

Applications should be submitted by 28 September 1984.



Museum of Modern Art, Oxford Oxfordshire County Council

Advisory Teacher for Art/Museum Education Officer

We are looking for someone with a sound knowledge of the Visual Arts, experience of art teaching in schools and proven administrative ability to occupy this new joint post. Maturity, tact and self-confidence are essential attributes.

The successful applicant will be an employee of the Museum of Modern Art, Oxford.

Salary: £7,359 to £10,497 (currently under review, Burnham related).

Further details from The Director, Museum of Modern Art, 30 Pembroke Street, Oxford OX1 1BP. Please enclose an SAE. Closing date for applications: 28th September, 1984. (8291)

Highbury College of Technology Portsmouth

H.M. PRISON KINGSTON, PORTSMOUTH (male, life sentence regime) in association with the College's Department of General Education wishes to appoint for January 1985:

EDUCATION OFFICER
£10,422 to £11,868 p.a.
(pay award pending)

DEPUTY EDUCATION OFFICER
£7,215 to £11,568 p.a.
(pay award pending)

Details and application forms from the Secretary, Highbury College of Technology, Portsmouth PO6 2SA or Cosham (0705) 383131. Ext. 247. For completed application forms should be returned within fourteen days of the appearance of this advertisement.

LONDON

NATIONAL ADVISORY

Body

LOCAL AUTHORITY

HIGHTECH CENTRE

Metropolitan House

25-27, Tottenham Court Road

London W1P 0HH

ADMINISTRATIVE

OFFICER

Salary scale £10,700 -

£12,300

Duties include serving the

meetings of the Com-

mittee, Board and working

groups of the National

Advisory Body.

An interest in Higher

Education is desirable and

experience in a local au-

thority or an institution of

higher education will be a

recommendation.

LVs, generous holidays

and a pleasant working en-

vironment.

For further details and

an application form, see

telephone 01-637 1134.

Closing date for applica-

tions is 28 September

1984. 046551 480000

AN EQUAL OPPORTUNITIES EMPLOYER

SANDWELL

METROPOLITAN

BOROUGH OF SANDWELL

APPOINTMENT OF

TECHNICAL OFFICER

MULTI RACIAL

EDUCATION

Required as soon as

possible

TECHNICAL ADVISOR

Primary Phase

Salary Scale Burnham,

Group 8

Application forms from

Director of Education,

P.O. Box 41, Highfields

High Street, West Brom-

wich, West Midlands B76

6RG

Closing date 28th

September 1984.

AN EQUAL OPPORTUNITIES EMPLOYER

Hardwell Council is an

equal opportunity em-

ployer. Candidates of

minority ethnic groups

will be encouraged to

apply. Applications will

be accepted on a rolling

basis. 09523 480000

2 GENERAL INSPECTORS OF SCHOOLS

with special interest in the following subjects
ENGLISH AND INFORMATION TECHNOLOGY

Applications are invited from suitably qualified and experienced teachers. Successful applicants will work with a team, under the leadership of the Chief Inspector and will undertake a major share of the Inspectorate's work in the areas outlined above.

Soulbury Conditions of Service - Salary scale: Headteacher Group 8 £13,953-£15,189.

A car is needed for these posts for which an allowance is payable.

Financial assistance towards removal and associated expenses is payable in approved cases.

Application forms and job descriptions available from Town Clerk, P.O. Box 18, Council House, Solihull, West Midlands B37 3GS. Tel: 021-706 6789 Ext. 535 or 021-706 6672 (evenings and weekends), stating which subject you are interested in.

Forms to be returned by 28th September, 1984.

AN EQUAL OPPORTUNITIES EMPLOYER

Metropolitan Borough of Solihull

General Adviser for

Secondary Education

Soulbury Scale Equivalent to Burnham Headship

Group 9

Applications are invited from well qualified and experienced

persons for this post. Candidates should have experience of

the management, organisation and curriculum planning of

secondary schools at Head or Deputy Head level. The

Adviser will be responsible for the provision of general advice

and support for secondary schools in Amber Valley and

Edinburgh. The post is based in Ripley.

There is a scheme of financial assistance for newly appointed

staff including removal, lodging and re-location allowances.

An essential user car allowance is available.

Application forms and further details may be obtained

from the Director of Education, County Offices, Matlock,

DE4 3AG (telephone 0629 3411, extension 6530).

Applications will not be acknowledged unless a stamped

addressed envelope is included.

Applications should be made as soon as possible and

not later than the 28 September 1984.

Interviews will be held in mid October.

AN EQUAL OPPORTUNITIES EMPLOYER

DERBYSHIRE COUNTY COUNCIL IS AN

EQUAL OPPORTUNITIES EMPLOYER

DERBYSHIRE

County Council

POWYS

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

EDUCATION DEPARTMENT

ED

THE ASSOCIATED EXAMINING BOARD

Administrative Officer

Business Studies & Accounting

Applications are invited for the post of ADMINISTRATIVE OFFICER at the Board's offices which are currently in Aldershot, but will be located at Stag Hill, Guildford from late 1985. The post is concerned with the Board's educational work and the administration of its examinations. The Officer appointed will be responsible for a group of subjects including Business Studies, Accounting, Commerce and other related subjects.

Applicants should be graduates (or hold equivalent qualifications), preferably in one or more of the subjects mentioned above, and educational administration experience within the teaching profession or elsewhere would be particularly useful. Although the post is mainly concerned with administration and organisation, it involves important educational aspects including the development of examinations for the new General Certificate of Secondary Education. The experience of applicants should therefore demonstrate a close involvement and interest in the subjects concerned in a teaching or other educational capacity.

The appointment will be on the Administrative Officer Scale II from £5,740 per annum rising by ten annual increments to £11,160 per annum, aligned with UGC Scale points 1 to 11, according to relevant experience. The starting point on the scale will depend on the qualifications and experience of the successful applicant.

Further details of the post, together with an application form, may be obtained from the Personnel Manager, The Associated Examining Board, Wellington House, Aldershot, Hampshire, GU11 1BQ (Tel: Aldershot 25551), to whom completed forms of application must be returned not later than Friday, 28 September, 1984.

(1984)

ADMINISTRATION LEA

continued

WEST SUSSEX

MICROELECTRONICS EDUCATION PROGRAMME SOUTHERN REGION

Southern Microelectronics Information Centre
Furnace Drive, Furnace Green, Crawley RH10 6JB

REGIONAL CO-ORDINATOR FOR PRIMARY EDUCATION AND TECHNICAL INFORMATION DEVELOPMENT

Salary: Depending on experience, Barnham scale 4 or H.T.3

The Co-ordinator will be based in Crawley or another appropriate location in the Southern Region.

The Co-ordinator should have substantial Primary education experience, must be competent to devise and initiate INSET activities, and should be an effective teacher/trainer.

Contract to 31.3.85. Secondment may be available to suitable candidates.

Further details and application forms available from the Director at the Centre (01293 44000).

Closing date 29th September, 1984. (05252) 48000

Administration General

LONDON SW18

WANDSWORTH TRAINING AGENCY SUPERVISOR (£7,808 p.a.)

Wandsworth Training Agency is an independent voluntary organisation and a registered charity which received the bulk of its funds from the Wandsworth Services Commission and Wandsworth Borough Council.

We are now looking for a Supervisor for our Data Scheme, a 60-place clerical project.

The supervisor will be responsible for the training and supervision of trainees whilst on work experience and also for the recruitment and training of staff. The successful candidate should have sound clerical and administrative experience and the ability to work with trainees from multi-cultural backgrounds. Experience of working in an MDC scheme would be an advantage.

For further information and an application form, contact Mrs. J. W. A. 17-27 Gerrard Lane, Wandsworth, London SW18 1AT (Tel: 01-870 8551).

The closing date for receipt of completed application forms is 28th September, 1984.

Wandsworth Training Agency is an equal opportunity employer and welcomes applications regardless of sex, race or disability. (05251) 50000

CORNWALL

DIRECTOR OF TRAINING & EDUCATION & SECRETARY TO THE DEAN OF EDUCATION

Applications for this post are invited from persons having recognised educational qualifications and relevant teaching and administrative experience who are active Church members of the Church of England, ordained or lay.

Application forms may be obtained from The Diocesan Secretary, St. Kevin's House, Cornwall, Cornwall, TR1 3DU and should be returned by Wednesday, 27th October, 1984. (01420) 500000

LONDON

METHODIST CHURCH DIVISION OF MINISTRIES RESOURCES OFFICER

Required after April 1985 (for soon after).

The post holder will be responsible for the development of the Division of Ministries and for the provision of resources to the Division. The post holder will be a lay man or woman with a minimum of five years' experience in a similar post.

The post holder will be responsible for the development of the Division of Ministries and for the provision of resources to the Division. The post holder will be a lay man or woman with a minimum of five years' experience in a similar post.

For further information and an application form, contact Mrs. J. W. A. 17-27 Gerrard Lane, Wandsworth, London SW18 1AT (Tel: 01-870 8551).

The closing date for receipt of completed application forms is 28th September, 1984. (05251) 50000

EDUCATION ADVISORY OFFICER

(Design Background)

Salary range: £13,950 - £18,090

The Business & Technician Education Council (BTEC) advances the quality and availability of work-related education for those in, or preparing for, employment in industry and commerce. At present there are approximately 400,000 students registered with BTEC in over 600 colleges and other centres, including schools.

As a result of internal reorganisation there is a vacancy, from 1 January 1985, for someone with a sound background in design to join the Council's team of Education Advisory Officers. The work includes active participation in curriculum development, the validation of courses and the provision of specialist subject advice to the Council's Boards and Committees.

Applicants should preferably have both relevant further/higher educational and industrial/commercial experience as well as appropriate academic/professional qualifications.

Although this appointment will be based at the Council's offices (in London), applicants must be prepared to travel extensively and regularly within the UK. Further details and application forms (which must be returned by 28 September 1984) are available from:

Anna Lorbeck, Personnel Officer,
Business & Technician Education Council,
Central House, Upper Woburn Place,
London WC1H 0HH.
Tel: 01-388 3288.

BTEC

Social Services

WEST SUSSEX

SOCIAL SERVICES DEPARTMENT

WRENDFORD CENTRE

CHICHESTER

Salary Scale 1 A.M.H.T.C. - £6,264 to £7,404

This Day Society for up to 100

mentally handicapped adults

is situated on the outskirts of

Chichester. The successful

candidate will need to demonstrate

knowledge and skills in the

development of individual and

group programmes based on

identified need.

A group of residents from

the local residential establishment

are at present being

trained for Group Living.

Therefore, an interest in

group dynamics and the

development of living skills

would be an advantage.

Applicants must hold the

CSE, Dip. T.M.H.A. CQSW

or equivalent qualification.

For informal discussion

please contact John Ormerod,

Deputy Director of Social

Services, The Grand Tower

Chichester, West Sussex PO19

1OT or by telephoning Mrs.

Chris Field-Atkins on

Chichester 77670. (0424) 50000

Closing date 28th September

1984.

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

YORKSHIRE AND HUMBERSIDE REGIONAL EXAMINATIONS BOARD

Post of

ASSISTANT SECRETARY

Applications are invited for the above post which will initially be designated to the Sheffield Office.

Applicants should have good academic qualifications, teaching and/or administrative experience, together with some understanding of CSE and 16+ examinations.

The conditions of service will be those laid down by the National Joint Council for Local Authorities' Professors, Technical and Clerical Services. The salary scale will be N.C. points 38-43, £11,052-£12,738 (currently under review). An essential car user allowance is payable to candidates who hold a current driving licence and own a car.

Appointments may be made in the first instance, as a Professional Assistant level, on the salary scale N.C. points 37, £10,539-£10,761 (currently under review), with promotion to Assistant Secretary after one to two years' satisfactory service.

Intending applicants should write immediately for further details to: The Secretary, Yorkshire and Humberside Regional Examinations Board, 31-33 Springfield Avenue, Harrogate, North Yorkshire, HG1 2HW, enclosing a stamped addressed envelope.

Applications should reach the Board by Monday, 1st October, 1984.

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

05251 50000

WILTSHIRE COUNTY COUNCIL

Social Services Department

INTERMEDIATE TREATMENT PROJECT WORKERS

(Swindon Area) Two Posts

Salary £8,264-£7,896 per annum

Two imaginative people experienced/qualified in social work, teaching or youth and community work are required to join a new project team providing intermediate treatment.

The postholders will be based at our young people's centre in Swindon, which will be opening in October. They will be involved in developing a community focused intermediate treatment provision, using the well equipped centre for specialist activities.

The two workers will be expected to develop partnerships with agencies both statutory and voluntary, and with volunteers.

84/374-Post 1 - Covers the small town of Wootton Bassett and central and western Swindon.

84/375-Post 2 - Covers Pewsey, Marlborough, the garden town of Tidworth and a large estate in Swindon.

For further details contact Rosemary Hillier, Intermediate Treatment Co-ordinator, on Swindon 31131.

Applicants for all posts must be car drivers. Disturbance allowance of up to £1,100 plus actual cost of removal payable in appropriate cases.

Application forms and details quoting reference available from Director of Social Services, County Hall, Trowbridge, BA14 8LE (Telephone Trowbridge 3641 Ext. 2972). Returnable by 1st October 1984. (0513)

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

0513

EDUCATIONAL PSYCHOLOGISTS

continued

HARROW

EDUCATIONAL PSYCHOLOGIST

Salary £9,099 - £14,898

Inclusive of London Weighting

to work in the School

Psychological Service, 80

Cayton Road, Harrow,

Middle.

Applicants (men and women)

should have an Honours Degree

in Psychology, a Post

Graduate qualification in Edu-

cational Psychology and sub-

stantiated teaching experi-

ence. An allowance is payable.

Further details available

from the Principal Education

Psychologist (Tel. 01-863

6311) with whom arrange-

11